

College of Business - BS/BAS

Enhanced Comprehensive Academic Program Review 2015-16

*Bachelor of Science Degree:
Business Administration*

*Bachelor of Applied Science Degrees:
International Business
Management and Organizational Leadership
Sustainability Management*



Academic Effectiveness and Assessment
St. Petersburg College

October 2016



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Enhanced Comprehensive Academic Program Review Produced by

College of Business-BS/BAS Programs

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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Descriptions

SPC's Business programs give students a global perspective, real world experience and hands-on learning. SPC's Bachelor of Science in Business Administration teaches students how to analyze and solve business problems in quickly changing environments. SPC gives students a foundation in economics, accounting, finance, management, marketing, business law, statistics and operations management. As a graduate of this program, students will have the knowledge and business insight to assume positions of responsibility in a global business community. SPC's Bachelor of Applied Science in International Business gives students the skills to compete and thrive in the global marketplace. Students will gain a broad perspective of international management practices and be prepared to work in a variety of fields like banking, consulting, international trade and information technology. SPC's online bachelor's degree in management and organizational leadership gives students a foundation to succeed in today's business environment. SPC combines applied-learning techniques with academic rigor to give students a well-rounded and needed perspective for solving everyday management problems. SPC's online sustainability courses help students understand the broad concepts and systems involved in developing and managing sustainability business practices. SPC gives students knowledge and management skills in technology, people, economics, natural and energy resources to prepare them for "green-collar" jobs. Students will be prepared to be a valuable contributor to growing sustainability needs worldwide.

Degrees Offered

A Bachelor of Science Degree in Business Administration is offered at SPC. A Bachelor of Applied Science Degree in International Business, Management and Organizational Leadership, and Sustainability Management are also offered at SPC.

Program Performance

- *Actual Course Enrollment* increased in 2014 for BUS-UD (503), BUSCORE-UD (3,712), MGTORG-UD (1,982), and SUSMGT-UD (259) from the previous year (398, 3,154, 1,761, and 207, respectively). *Actual Course Enrollment* decreased in 2014 for INTBUS-UD (671) from the previous year (731).
- *Unduplicated Headcount* increased for BUS-UD (321), BUSCORE-UD (1,746), MGTORG-UD (1,034), and SUSMGT-UD (185) in 2014 from the previous year (254, 1,547, 932, and 147, respectively). *Unduplicated Headcount* decreased for INTBUS-UD (532) in 2014 from the previous year (579).
- *SSH Enrollment* increased for BUS-UD (1,509), BUSCORE-UD (11,136) MGTORG-UD (5,692), and SUSMGT-UD (777) in 2014 from the previous year (1,191, 9,462,

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5,103, and 621, respectively). *SSH Enrollment* decreased for INTBUS-UD (2,013) in 2014 from the previous year (2,193).

- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2015 for BUSCORE-UD (97.9%), INTBUS-UD (100.3%), MGTORG-UD (101.3%), and SUSMGT-UD (83.9%) from Fall 2014 (97.1%, 89.4%, 91.5%, and 76.2%, respectively). Comparisons between the Fall semesters indicated that the *Percent Full Metric* decreased in Fall 2015 for BUS-UD (98.8 %) from Fall 2014 (111.5 %).
- The *course success rate* increased in 2014 for BUSCORE-UD (78.3%), MGTORG-UD (83.2%) and SUSMGT-UD (86.5%) from the previous year (77.9%, 83.1% and 86.0%, respectively). The *course success rate* decreased in 2014 for BUS-UD (88.3%) and INTBUS-UD (79.6%) from the previous year (89.2% and 79.8%, respectively).
- *Grade Distribution* indicated that the majority of students in BUS-UD (83%), INTBUS-UD (78%), MGTORG-UD (80%), and SUSMGT-UD (79%) received an 'A', 'B' or 'C' during 2014.
- An *Industry certification* or equivalent state or national exam has not been identified for any of the College of Business-UD programs for evidence of certification attainment at the baccalaureate level.
- *Internship Enrollment* for MAN 4725 consisted of (51) students in Fall 2014, (52) students in Spring 2015 and (46) students in Fall 2015. *Internship Enrollment* decreased for MAN 4940 between Fall 2014 (5) and Spring 2015 (3), then increased in Summer 2015 (5) before decreasing again in Fall 2015 (3). *Internship Enrollment* decreased for MAN 4934 across Fall 2014 (9), Spring 2015 (7), and Fall 2015 (4). *Internship Enrollment* increased for MAN 4902 between Fall 2014 (12) and Spring 2015 (18), but decreased in Fall 2015 (13).
- *Program Plans Taken by Plan* revealed that more than half of students who were enrolled in the BUS-UD program during fall 2013, and had not graduated, remained in the program by fall 2014. By Fall 2015, more than one-third of the original (Fall 2013) BUS-UD students remained in the program. This measure does not display the number of students who graduated during any given term. *Program Plans Taken by Plan* revealed that less than half of students who were enrolled in the INTBUS-UD program during fall 2013, and had not graduated, remained in the program by fall 2014. By Fall 2015, less than one-quarter of the original (Fall 2013) INTBUS-UD students remained in the program. This measure does not display the number of students who graduated during any given term. *Program Plans Taken by Plan* revealed that more than half of students who were enrolled in the MGTORG-UD program during fall 2013, and had not graduated, remained in the program by fall 2014. By Fall 2015, almost one-third of the original (Fall 2013) MGTORG-UD students remained in the program. This measure does not display the number of students who graduated during any given term. *Program Plans Taken by Plan* revealed that more than half of students who were enrolled in the SUSMGT-UD program during fall 2013, and had not graduated, remained in the program by fall 2014. By Fall 2015, almost one-third of the original (Fall 2013) SUSMGT-UD students remained in the program. This measure does not display the number of students who graduated during any given term.

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- The number of *program graduates* in the BUS-BS (94) program increased in 2014 from the previous year (63). The number of *program graduates* decreased in the INTBUS-UD (15), MGTORG-UD (112), and SUSMGT-UD (22) programs in 2014 from the previous year (18, 120, and 23, respectively).
- *Fulltime Faculty* in BUS-UD taught 67.2% of the ECHs in 2014-15 as compared to 69.7% in 2013-14. Adjunct Faculty taught 32.8% of the ECHs in 2014-15 as compared to 30.3% in 2013-14. *Fulltime Faculty* in INTBUS-UD taught 30.0% of the ECHs in 2014-15 as compared to 28.0% in 2013-14. Adjunct Faculty taught 70.0% of the ECHs in 2014-15 as compared to 72.0% in 2013-14. *Fulltime Faculty* in MGTORG-UD taught 57.2% of the ECHs in 2014-15 as compared to 49.1% in 2013-14. Adjunct Faculty taught 42.8% of the ECHs in 2014-15 as compared to 50.9% in 2013-14. *Fulltime Faculty* in SUSMGT-UD taught 78.6% of the ECHs in 2014-15 as compared to 75.0% in 2013-14. Adjunct Faculty taught 21.4% of the ECHs in 2014-15 as compared to 25.0% in 2013-14.
- The highest semester for Adjunct ECHs in BUS-UD was Summer 2014-15 in which adjunct faculty taught 40.0% of the program's course load. The three-semester average for adjuncts (32.8%) in 2014-15 is consistent with the College's general 55/45 Faculty/Adjunct Ratio guideline. The highest semester for Adjunct ECHs in INTBUS-UD was Fall 2013-14 in which adjunct faculty taught 85.7% of the program's course load. The three-semester average for adjuncts (70.0%) in 2014-15 is not consistent with the College's general 55/45 Faculty/Adjunct Ratio guideline. The highest semester for Adjunct ECHs in MGTORG-UD was Spring 2012-13 in which adjunct faculty taught 71.4% of the program's course load. The three-semester average for adjuncts (42.8%) in 2014-15 is consistent with the College's general 55/45 Faculty/Adjunct Ratio guideline. The highest semester for Adjunct ECHs in SUSMGT-UD was Fall 2012-13 in which adjunct faculty taught 50.0% of the program's course load. The three-semester average for adjuncts (21.4%) in 2014-15 is consistent with the College's general 55/45 Faculty/Adjunct Ratio guideline.

Occupation Profile

- Six *occupation descriptions*, Business operation specialists, all others; Administrative services managers; Management analysts; All other managers; Training and development managers; and General and operations managers were located in the Florida Department of Economic Opportunity (DEO) for the College of Business - BS/BAS program.
- The *2014 mean hourly earnings* for Business operation specialists, all others was \$31.01 in Florida and \$31.61 in Pinellas County. The *2014 mean hourly earnings* for Administrative services managers was \$49.63 in Florida and \$48.67 in Pinellas County. The *2014 mean hourly earnings* for Management analysts was \$39.14 in Florida and \$40.21 in Pinellas County. The *2014 mean hourly earnings* for All other managers was \$46.50 in Florida and \$45.82 in Pinellas County. The *2014 mean hourly earnings* for Training and development managers was \$50.23 in Florida and \$51.60 in Pinellas County. The *2014 mean hourly earnings* for General and operations managers was \$57.54 in Florida and \$59.85 in Pinellas County.

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- *Employment trend information* for Business operation specialists, all others showed an average annual increase (12.2% - 13.7%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Administrative services managers showed an average annual increase (12.5% - 14.1%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Management analysts showed an average annual increase (16.7% - 20.9%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for All other managers showed an average annual increase (7.0% - 9.5%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Training and development managers showed an average annual increase (12.4% - 23.3%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for General and operations managers showed an average annual increase (5.1% - 6.7%) for the period between 2014 and 2022 across the state and county.
- The *major employers* of the College of Business - BS/BAS graduates include GTE Financial, CM Financial Services, Loving Arms Christian Pre-school, Fastsigns of Clearwater, Pinellas County Government, HCA West Florida Division HR Organization, Metropolitan Ministries, Nielsen Media, St. Petersburg College, and CBRE.
- *Total Placement* in the College of Business - BS/BAS program decreased for students whom were reported as continuing their education for MGTORG-UD (12) from the previous year (8). There were no comparison data for the remaining College of Business- BS/BAS programs. For students whom were reported as being employed or in the military in the College of Business - BS/BAS program, *Total Placement* increased for INTBUS-UD (68%) and MGTORG-UD (75%) from the previous year (65%), but decreased for students in BUS-UD (65%) and SUSMGT-UD (63%) from the previous year (72% and 69%, respectively).

Academics

- The *2014-15 Academic Program Assessment Report* indicated that the desired results were met for two of the three Program Learning Outcomes (PLOs) assessed with an exam or test, but did not meet the desired results for either of the two Program Learning Outcomes (PLOs) assessed with a simulation in the College of Business: Business Administration - BS Program. The *2014-15 Academic Program Assessment Report* indicated that the desired results were met for all three Program Learning Outcomes (PLOs) assessed with an exam or test (though only for certain semesters and courses), but only met the desired results for one of the two Program Learning Outcomes (PLOs) assessed with a simulation in the College of Business: International Business - BAS Program. The *2014-15 Academic Program Assessment Report* indicated that the desired results were met for all three Program Learning Outcomes (PLOs) assessed with an exam or test (though only for certain semesters and courses), but did not meet the desired results for either of the two Program Learning Outcomes (PLOs) assessed with a simulation in the College of Business: Management and Organizational Leadership - BAS Program. The *2014-15 Academic Program Assessment Report* indicated that the

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desired results were met for all three Program Learning Outcomes (PLOs) assessed in the College of Business: Sustainability Management - BAS Program.

- The *2014-15 Academic Program Assessment Follow-Up Reports* has not yet been approved for any of the College of Business - BS/BAS Programs.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the College of Business - BS/BAS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Seventy *Recent Alumni surveys* were provided to the 2013-14 graduates of the College of Business: Business Administration - BS program. Twenty-three percent of the graduates responded to the survey (16 of the 70). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 37.5% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “*Continue my education*”; 18.8% selected “*Change career fields*”; 18.8% selected “*Obtain Employment*”; 12.5% said “*Earn more money*”; another 6.3% selected “*Get a promotion*”; while the remaining 6.3% said “*Meet certification/training needs*”.
- 43.8% of recent graduate survey respondents indicated that SPC did “*Exceptionally well*” in helping them meet their goal; 37.5% selected “*Very well*”; while another 18.8% said “*Adequately*”.
- 93.8% of recent graduate survey respondents would recommend SPC’s College of Business: Business Administration - BS program to another.
- Fifteen *Recent Alumni surveys* were provided to the 2013-14 graduates of the College of Business: International Business - BAS program. Thirteen percent of the graduates responded to the survey (2 of the 15). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “*Earn more money*”.
- 50.0% of recent graduate survey respondents indicated that SPC did “*Very well*” in helping them meet their goal; while the remaining 50.0% said “*Adequately*”.
- 100.0% of recent graduate survey respondents would recommend SPC’s College of Business: International Business - BAS program to another.
- One-hundred and twenty-two *Recent Alumni surveys* were provided to the 2013-14 graduates of the College of Business: Management and Organizational

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Leadership - BAS program. Twenty percent of the graduates responded to the survey (24 of the 122). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question. Notable results include:

- 37.5% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Continue my education"*; 33.3% selected *"Earn more money"*; 12.5% selected *"Get a promotion"*; 8.3% said *"Other"*; 4.2% selected *"Change career fields"*; while the remaining 4.2% said *"Obtain Employment"*.
 - 25.0% of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; 33.3% selected *"Very well"*; while another 33.3% said *"Adequately"*.
 - 100.0% of recent graduate survey respondents would recommend SPC's College of Business: Management and Organizational Leadership - BAS program to another.
- Twenty-five *Recent Alumni surveys* were provided to the 2013-14 graduates of the College of Business: Sustainability Management - BAS program. Twenty percent of the graduates responded to the survey (5 of the 25). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question. Notable results include:
 - 40.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Continue my education"*; 20.0% selected *"Change career fields"*; another 20.0% selected *"Get a promotion"*; while the remaining 20.0% said *"Obtain Employment"*.
 - 60.0% of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; while another 20.0% said *"Very well"*.
 - 100.0% of recent graduate survey respondents would recommend SPC's College of Business: Sustainability Management - BAS program to another.
 - Four *Employer surveys* for the MGTORG-UD program were sent based on permissions provided by recent graduates in the 2013-14 recent alumni survey. Seventy-five percent of the employers surveyed responded to the survey. Notable results include:
 - 100.0% of employers responding to the survey indicated that would hire another graduate from SPC.
 - 33.3% of employers responding to the survey had graduate employees who earned \$25.00 or more per hour (\$52,000 or more annually); 33.3% had employees who earned between \$20.00 and \$24.99 per hour (\$42,000 - \$51,999 annually); while the remaining 33.3% had employees who earned between \$15.00 and \$19.99 per hour (\$31,000 - \$41,999 annually).

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- *Labor Insight/Jobs* reports indicated the majority of workforce openings during the past six months, for Business operations, service managers, managers, and training managers were in Tampa, FL. The top skills listed in the openings were project management and budgeting; and the top industry sector was 'finances and insurance.'

Dean's Perspective: Issues, Trends, and Recent Successes

Recent Successes:

The BS, Business Administration program (BUS - BS) continues to rank high in comparison with peer institutions internationally that participate in the McGraw-Hill Business Simulation Game (BSG).

The BAS, Management and Organizational Leadership (MGTORG) program has concentrations in Entrepreneurship, Project Management, and Sustainability Management, which makes the MGTORG unique in Florida. Enrollment in Project Management, our newest concentration and baccalaureate certificate, has grown from 63 in fall 2013 to 257 in fall 2015.

We re-certified as a R.E.P. (Registered Educational Provider) with P.M.I. (Project Management Institute)

The Sustainability Management (BAS) program is unique in that it offers a blend of management and science, with an emphasis on the management of sustainability systems. This approach has enabled the COB to continue its successful relationships with industry partners. The program support course areas have been streamlined, and the curriculum has been revised to include additional emphasis on business concepts in response to feedback from our business community.

Issues:

The COB is organized according to Academic Orgs (A.O) instead of academic plans (programs). Courses are integrated into the A.O. Because of this arrangement and course overlap, it makes it difficult for me to determine how each of my programs are doing.

Trends:

All of the trends are pointing in a positive direction in the College of Business.

Enrollment 2011 - 14 (all data from CAPR)

BUS - BS: 36%
MOL - BAS: 26%
SUS - BAS: 50%
BUSCORE: 14%
I.B. - BAS: - 23%

Course Success

BUS - BS: 10% (88.3% - 2014)
MOL - BAS: - 3% (83.2% - 2014)

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SUS - BAS: - 4% (86.5% - 2014)
I.B. - BAS: 4% (79.6% - 2014))
BUSCORE: - 4% (78.3% - 2014)

GRAD RATES

BUS - BS: 37 - 94 (250%)
MOL - BAS: 103 - 112 (10%)
SUS - BAS: 24 - 22 (-1%)
I.B. - BAS: 36 - 15 (- Yikes)

SSI - Faculty Engagement (6.2)

BUS (6.3)
MOL (6.1)
SUS (6.3)
I.B. (6.3)

Percent Full

Measured - Fall, 2014-15 to Fall, 2015-16
100% except for Summer (79.3%)

Recommendations/Action Plan

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.



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SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

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its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website <http://www.spcollege.edu/edoutcomes/> to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.



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Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

In addition, Rule 6A-14.060 (5) states that each community college shall:

(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

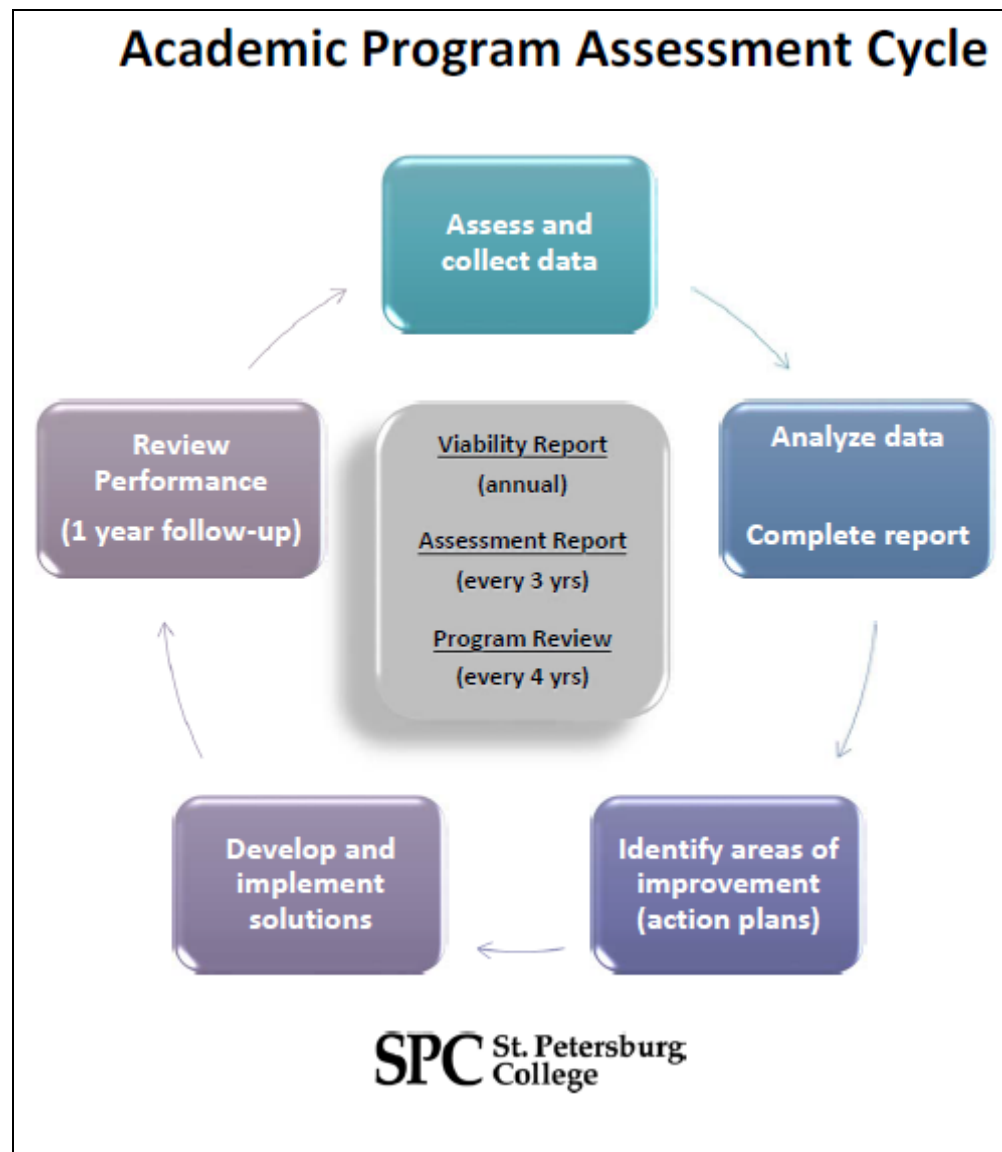


Figure 1: Academic Program Assessment Cycle



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Program Descriptions

SPC's Business programs give students a global perspective, real world experience and hands-on learning. SPC's Bachelor of Science in Business Administration teaches students how to analyze and solve business problems in quickly changing environments. SPC gives students a foundation in economics, accounting, finance, management, marketing, business law, statistics and operations management. As a graduate of this program, students will have the knowledge and business insight to assume positions of responsibility in a global business community. SPC's Bachelor of Applied Science in International Business gives students the skills to compete and thrive in the global marketplace. Students will gain a broad perspective of international management practices and be prepared to work in a variety of fields like banking, consulting, international trade and information technology. SPC's online bachelor's degree in management and organizational leadership gives students a foundation to succeed in today's business environment. SPC combines applied-learning techniques with academic rigor to give students a well-rounded and needed perspective for solving everyday management problems. SPC's online sustainability courses help students understand the broad concepts and systems involved in developing and managing sustainability business practices. SPC gives students knowledge and management skills in technology, people, economics, natural and energy resources to prepare them for "green-collar" jobs. Students will be prepared to be a valuable contributor to growing sustainability needs worldwide.

Degrees Offered

A Bachelor of Science Degree in Business Administration is offered at SPC. A Bachelor of Applied Science Degree in International Business, Management and Organizational Leadership, and Sustainability Management are also offered at SPC.

For a complete listing of all courses within the College of Business-BS/BAS Program, please see Appendix A.

Accreditation

There is no accreditation information on file for the College of Business-BS/BAS Programs.

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Program Learning Outcomes

Business Administration (BS)

1. Exhibit management and supervision skills that enhance the value of human capital in a business environment.
2. Develop business strategies that maximize value in a business environment.
3. Evaluate business processes to assure operational efficiency and effectiveness in a business environment.

International Business (BAS)

1. Exhibit management and supervision skills that enhance the value of human capital in an international business environment.
2. Develop business strategies that maximize value in an international business environment.
3. Evaluate business processes to assure operational efficiency and effectiveness in an international business environment.

Management and Organizational Leadership (BAS)

1. Exhibit management and supervision skills that enhance the value of human capital in a business environment.
2. Develop innovative solutions to achieve organizational goals in a business environment.
3. Develop business processes to assure efficiency and enhance the value of management systems in an organization.

Sustainability Management (BAS)

1. Develop innovative business strategies that improve the triple bottom line.
2. Evaluate business processes to ensure both legal compliance and appropriate implementation of sustainable practices.
3. Develop organizational change methods that promote achievement of corporate social responsibility goals.



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Measure Descriptions

The CAPR reports include twenty-three measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted between March 1 and July 1, 2015. Each measure is described in detail below.

Measure #1: Actual Course Enrollment (Enrollment Count)

Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #2: Unduplicated Headcount

Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #3: SSH Enrollment

Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization

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- All other filters: All

Measure #4: Percent Full

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- Academic Year - Term Desc - Multi: 2014-15 Fall, Spring, Summer; 2015-16 Fall
- College - Group - Acad Org - Subject: Academic Organization
- Class Status: Active, Full, Stop Further Enrollment
- All other filters: All

Measure #5: Course Success (Performance)

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #6: Grade Distribution

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #7: Industry Certification Attainment

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*

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Measure #8: Internship Enrollment (Course Groups)

The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2014-15 Fall, Spring, Summer; 2015-16 Fall
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #9: Program Plans Taken by Plan

The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- Student Cohort Student Term History Academic Year-Term Desc: 2013-14 Fall
- Enroll History Acad Term Desc (must be same as above): 2013-14 Fall
- Student Term History Academic Plan: Applicable Program plan
- Comparison Filters
Academic Year - Term Desc - Multi: 2013-14 Fall, Spring, Summer; 2014-15 Fall, Spring, Summer; 2015-16 Fall
- All other filters: All

Measure #10: Graduates

The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Graduation Degree Plan Subplan - Multi: All Applicable Program Plans
- All other filters: All



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Measure #11: Faculty/Adjunct Ratio

The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

Measure #12: Revenue and Expenses (will be available by December 2016)

Measure #13: Capital Expenditures (will be available by December 2016)

Measure #14: National, State, and County Trends and Wage Information

Employment trend information is reported by state and county. Jobs (2014) refers to the average annual job openings due to growth and net replacement; % Change (2014-2022) depicts the percent change in the number of annual job openings during the eight-year period; and Mean Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>*

Measure #15: Major Employers

Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: Total Placement

Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

Measure #17: State Graduates Outcomes

State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

Measure #18: Educational Outcomes

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End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: Three-Year Course Review (will be available by December 2016)

Measure #20: Student Survey of Instruction

The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: Recent Alumni Survey

Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: Employer Survey

Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.

Measure #23: Labor Insight/Jobs

Labor Insight/Jobs provides a variety of reports which are based on current workforce openings. Reports are available by occupations, top titles, education and experience, top skills, top industry sectors, top employers, salary distributions, and job counts. Filters allow the user to select a timeframe, geographic location, and job title. A license is required to access Burning Glass at <http://laborinsight.burning-glass.com/>



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Program Performance



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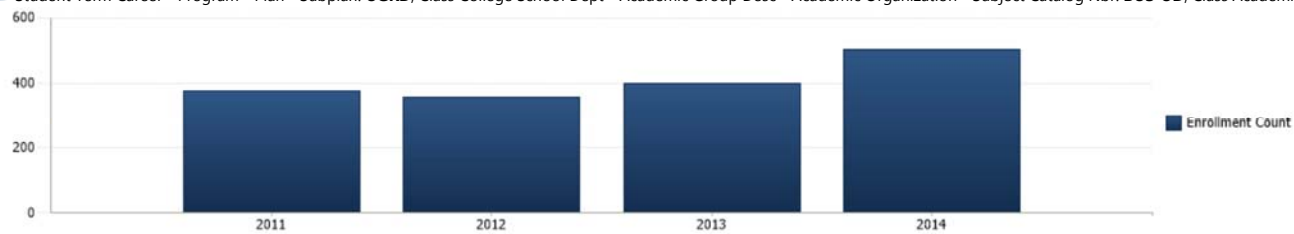
Student

CAPR > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUS-UD**, Class Academic Year - Term Desc - Multi



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUS-UD**, Class Academic Year - Term Desc - Multi

Term Academic Year - Term Desc	Enrollment Count
▶ 2011	376
▶ 2012	356
▶ 2013	398
▶ 2014	503

Student System Cube Refresh

Last Refresh: 6/14/2016 5:33:02 AM

Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi College - Group - Acad Org - Subject Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Custom Cohort Student Group Course Group

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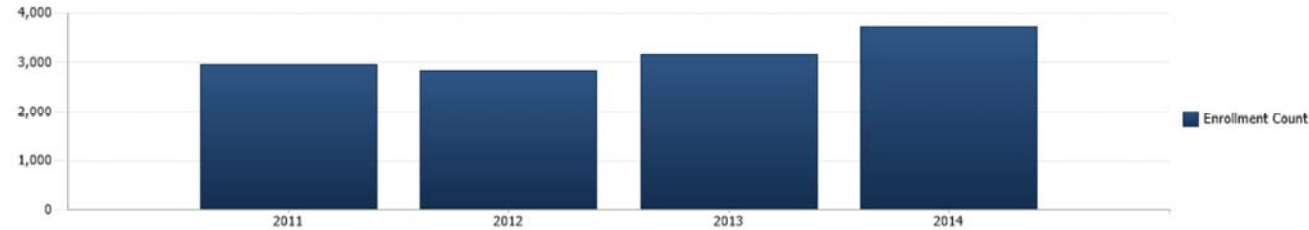
Student

CAPR > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUSCORE-UD**, Class A...



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUSCORE-UD**, Class A...

Term Academic Year - Term Desc	Enrollment Count
▶ 2011	2,957
▶ 2012	2,833
▶ 2013	3,154
▶ 2014	3,712

Student System Cube Refresh

Last Refresh: 7/28/2016 10:36:55 AM

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group

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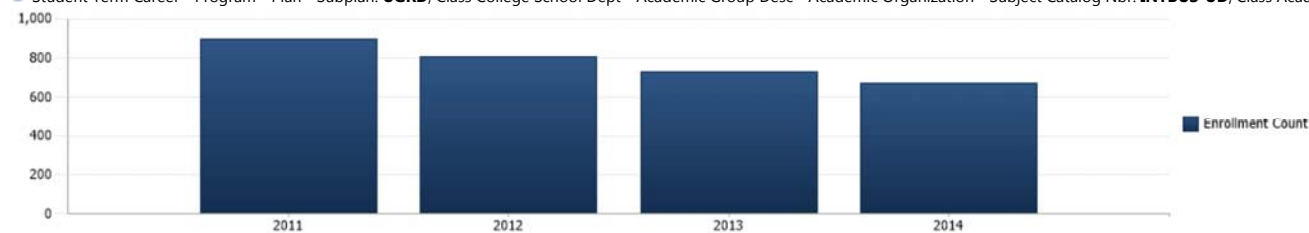
Student

CAPR > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **INTBUS-UD**, Class Acad...



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **INTBUS-UD**, Class Acad...

Term Academic Year - Term Desc	Enrollment Count
▷ 2011	897
▷ 2012	809
▷ 2013	731
▷ 2014	671

Student System Cube Refresh

Last Refresh: 6/14/2016 5:33:02 AM

Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi College - Group - Acad Org - Subject Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Custom Cohort Student Group Course Group

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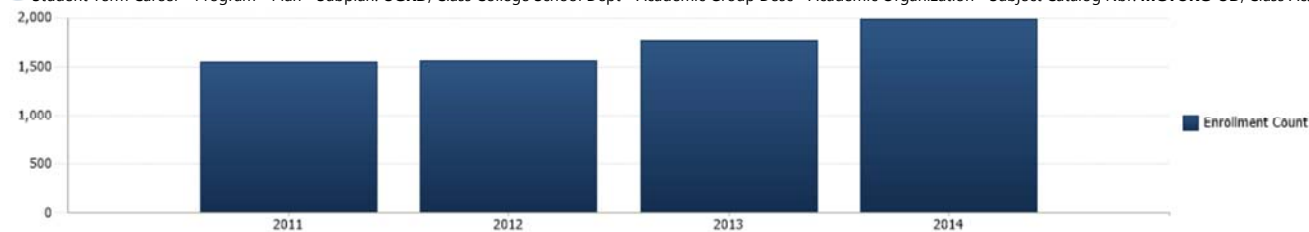
Student

CAPR > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MGTORG-UD**, Class All...



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MGTORG-UD**, Class All...

Term Academic Year - Term Desc	Enrollment Count
2011	1,546
2012	1,558
2013	1,761
2014	1,982

Student System Cube Refresh

Last Refresh: 6/14/2016 5:33:02 AM

Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi College - Group - Acad Org - Subject Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Custom Cohort Student Group Course Group

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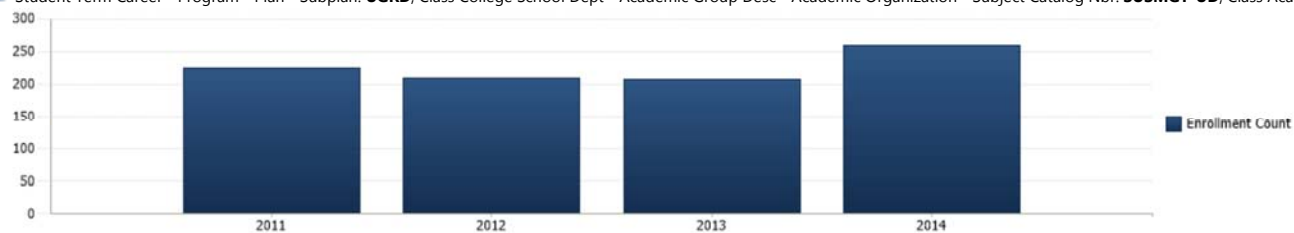
Student

CAPR > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SUSMGT-UD**, Class Add...



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SUSMGT-UD**, Class Add...

Term Academic Year - Term Desc	Enrollment Count
▸ 2011	224
▸ 2012	209
▸ 2013	207
▸ 2014	259

Student System Cube Refresh

Last Refresh: 6/14/2016 5:33:02 AM

Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi College - Group - Acad Org - Subject Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Custom Cohort Student Group Course Group

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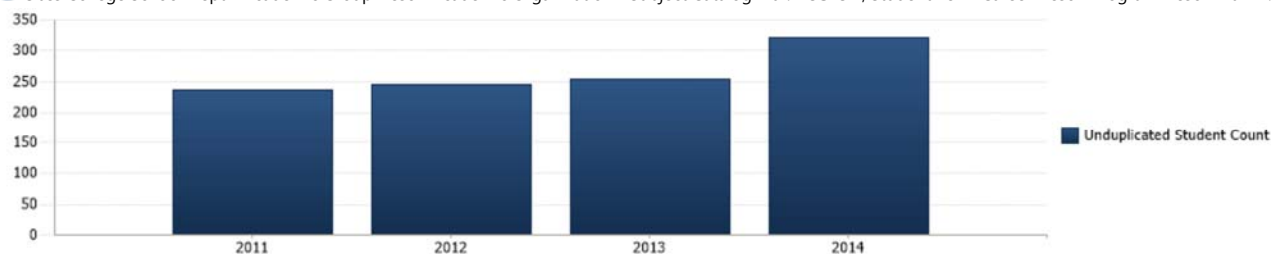
Strategic Init

Academic Program Viability Report > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUS-UD**, Student Term Career Desc - Program Desc - Plan Desc



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUS-UD**, Student Term Career Desc - Program Desc - Plan Desc

Term Academic Year - Term Desc	Unduplicated Student Count
▸ 2011	236
▸ 2012	245
▸ 2013	254
▸ 2014	321

Student System Cube Refresh

Last Refresh:	10/1/2015 4:59:51 AM
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Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group

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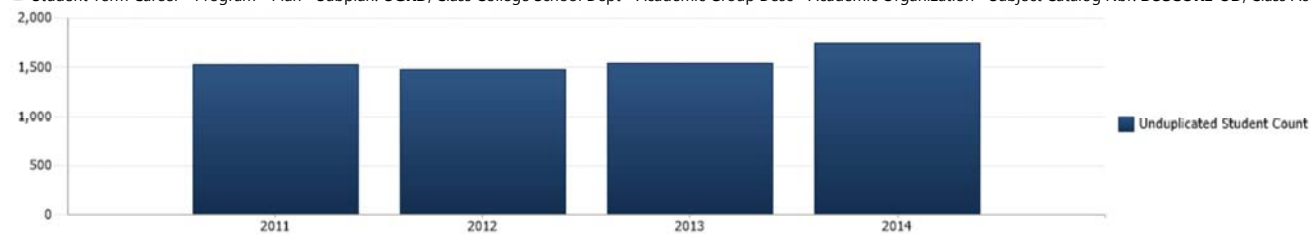
Student Services

CAPR > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Unduplicated Student Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUSCORE-UD**, Class Affiliation: **ALL**



Unduplicated Student Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUSCORE-UD**, Class Affiliation: **ALL**

Term Academic Year - Term Desc	Unduplicated Student Count
▶ 2011	1,531
▶ 2012	1,483
▶ 2013	1,547
▶ 2014	1,746

Student System Cube Refresh

Last Refresh: 7/28/2016 10:36:55 AM

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group

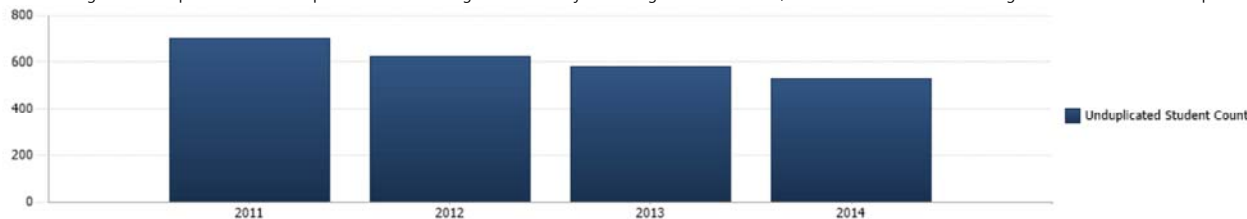


Academic Program Viability Report > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **INTBUS-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **INTBUS-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc

Term Academic Year - Term Desc	Unduplicated Student Count
2011	701
2012	622
2013	579
2014	532

Student System Cube Refresh

Last Refresh:	3/22/2016 8:44:54 AM
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Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group

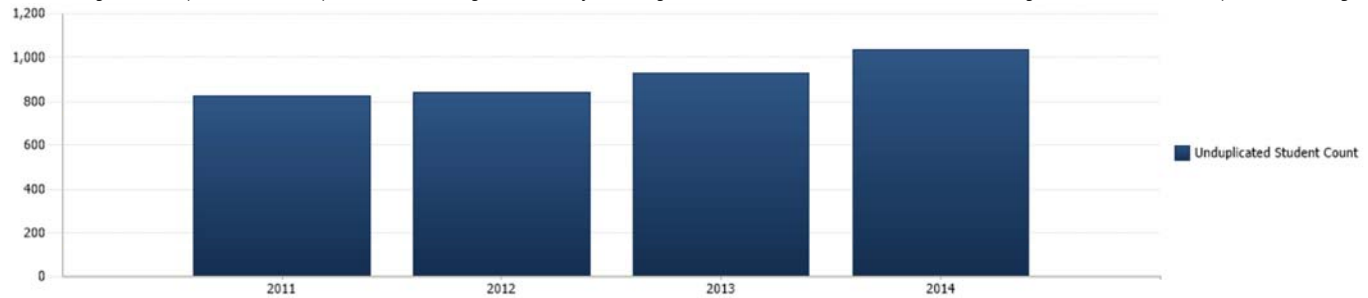


Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MGTORG-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MGTORG-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**

Term Academic Year - Term Desc	Unduplicated Student Count
2011	825
2012	841
2013	932
2014	1,034

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM
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Academic Year - Term Desc - Multi 2011, 2012, 2013, 2014

Campus Description All

Career - Program - Plan - Subplan - Multi Undergraduate

College - Group - Acad Org - Subject MGTORG-UD

Course Instructional Method All

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Custom Cohort All

Student Group All

Course Group All

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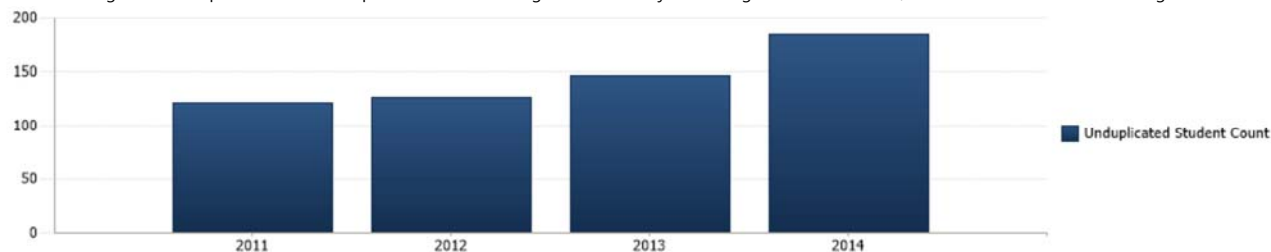
Strategic Init

Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SUSMGT-UD**, Student Term Career Desc - Program Desc - Pk...



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SUSMGT-UD**, Student Term Career Desc - Program Desc - Pk...

Term Academic Year - Term Desc	Unduplicated Student Count
▸ 2011	122
▸ 2012	126
▸ 2013	147
▸ 2014	185

Student System Cube Refresh

Last Refresh:	10/1/2015 4:59:51 AM
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Academic Year - Term Desc - Multi 2011, 2012, 2013, 2014 ▼

Campus Description All

Career - Program - Plan - Subplan - Multi Undergraduate ▼

College - Group - Acad Org - Subject SUSMGT-UD ▼

Course Instructional Method All ▼

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Custom Cohort All ▼

Student Group All ▼

Course Group All ▼

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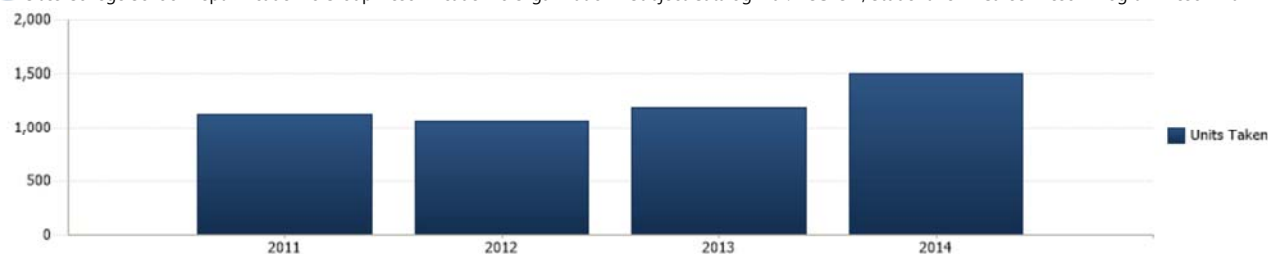
Strategic Init

Academic Program Viability Report > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUS-UD**, Student Term Career Desc - Program Desc - Plan Desc



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUS-UD**, Student Term Career Desc - Program Desc - Plan Desc

Term Academic Year - Term Desc	Units Taken
▶ 2011	1,128
▶ 2012	1,068
▶ 2013	1,191
▶ 2014	1,509

Student System Cube Refresh

Last Refresh:	10/1/2015 4:59:51 AM
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Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group

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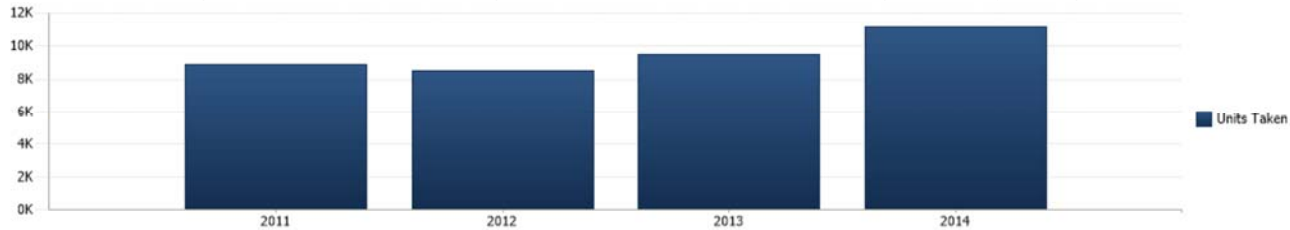
Student

CAPR > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

SSH Enrollment Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUSCORE-UD**, Class A...



SSH Enrollment

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUSCORE-UD**, Class A...

Term Academic Year - Term Desc	Units Taken
▶ 2011	8,871
▶ 2012	8,499
▶ 2013	9,462
▶ 2014	11,136

Student System Cube Refresh

Last Refresh: 7/28/2016 10:36:55 AM

Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi College - Group - Acad Org - Subject Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Custom Cohort Student Group Course Group

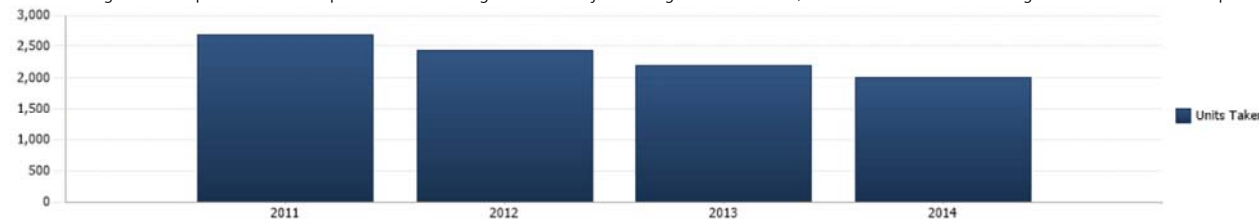


Academic Program Viability Report > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **INTBUS-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **INTBUS-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc

Term Academic Year - Term Desc	Units Taken
▸ 2011	2,691
▸ 2012	2,427
▸ 2013	2,193
▸ 2014	2,013

Student System Cube Refresh

Last Refresh:	3/22/2016 8:44:54 AM
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Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

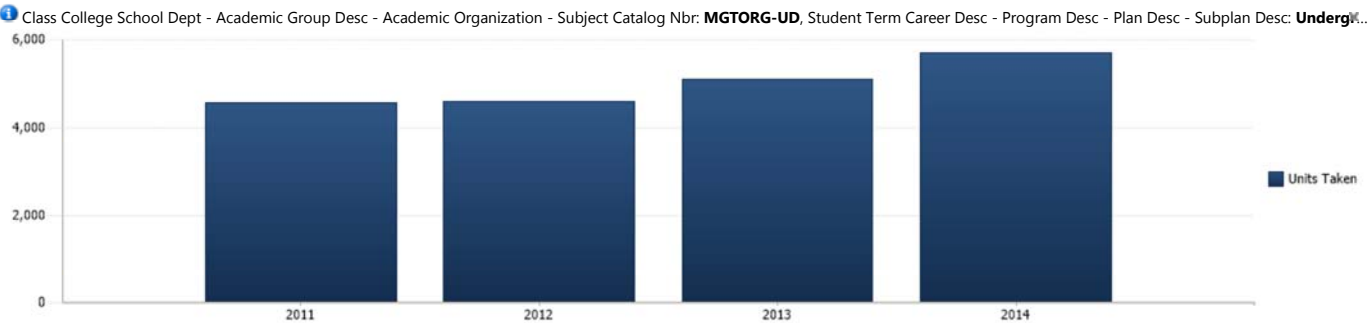
Course Group



Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

SSH Enrollment Graph



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MGTORG-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**

Term Academic Year - Term Desc	Units Taken
▶ 2011	4,584
▶ 2012	4,592
▶ 2013	5,103
▶ 2014	5,692

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM
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Academic Year - Term Desc - Multi 2011, 2012, 2013, 2014 ▼

Campus Description All

Career - Program - Plan - Subplan - Multi Undergraduate ▼

College - Group - Acad Org - Subject MGTORG-UD ▼

Course Instructional Method All ▼

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Custom Cohort All ▼

Student Group All ▼

Course Group All ▼

SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



One College Support

Academic Departments

College Administration

Committees & Groups

Executive Leadership

SPC Locations

SPC-Business Intelligence

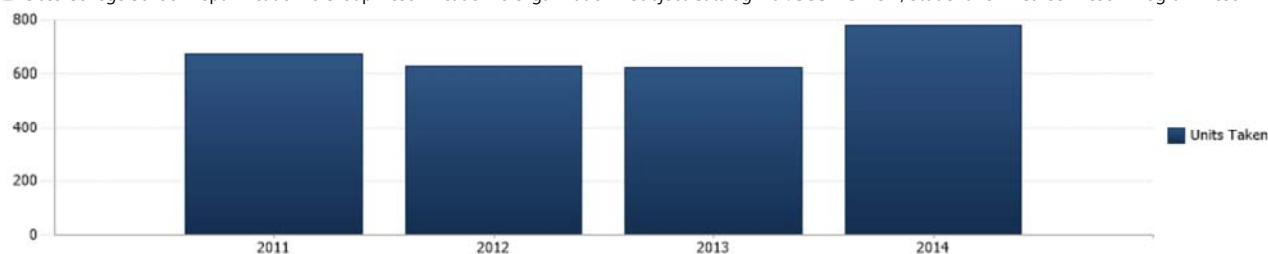
Strategic Init

Academic Program Viability Report > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SUSMGT-UD**, Student Term Career Desc - Program Desc - Pk...



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SUSMGT-UD**, Student Term Career Desc - Program Desc - Pk...

Term Academic Year - Term Desc	Units Taken
▶ 2011	672
▶ 2012	627
▶ 2013	621
▶ 2014	777

Student System Cube Refresh

Last Refresh:	10/1/2015 4:59:51 AM
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Academic Year - Term Desc - Multi 2011, 2012, 2013, 2014 ▼

Campus Description All

Career - Program - Plan - Subplan - Multi Undergraduate ▼

College - Group - Acad Org - Subject SUSMGT-UD ▼

Course Instructional Method All ▼

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Custom Cohort All ▼

Student Group All ▼

Course Group All ▼

SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



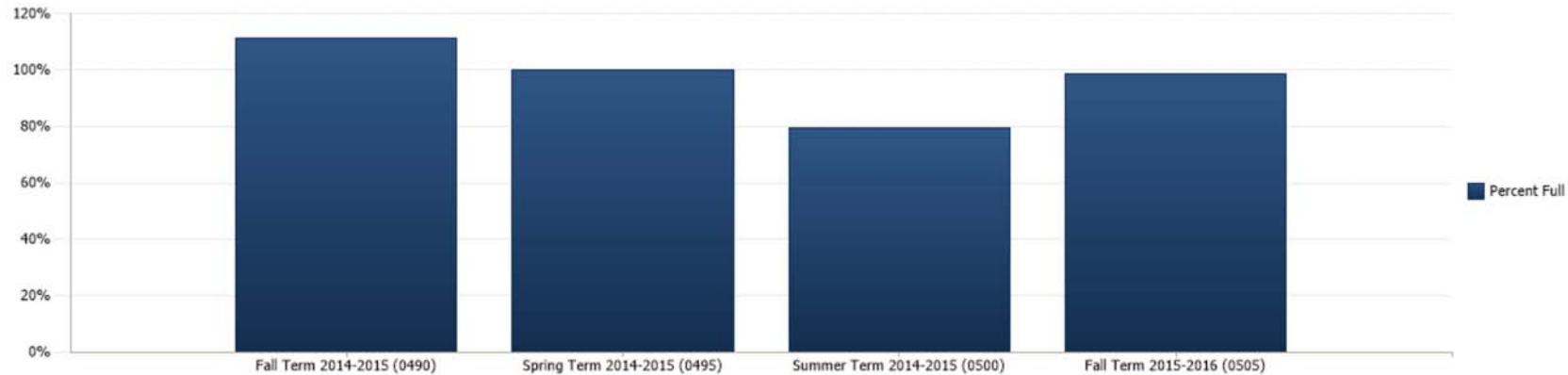
One College Support Academic Departments College Administration Committees & Groups Executive Leadership SPC Locations SPC-Business Intelligence Strate

Academic Program Viability Report > Percent Full

Enrollment | Performance | [Percent Full](#) | Graduates | Course Groups

Percent Full Metric Graph

Class Status: Active, Full, Stop Further Enrollment, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUS-UD**



Student System C

Last Refresh:	10/1/2015
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Academic Year - Term I

Campus Description A

College - Group - Acad

Course Instructional Me

Class Status **Active, Full**

Student Group **All**

Course Group **All**

Percent Full Metric by Instructional Method

Class Status: Active, Full, Stop Further Enrollment, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUS-UD**, Filter emp...

Term Academic Year - Term Desc	Measures	All	Blended	Independent Study	Online
Fall Term 2014-2015 (0490)	Enrollment Count	203	70	5	128
Fall Term 2014-2015 (0490)	Standard Course Load	182	52	10	120
Fall Term 2014-2015 (0490)	Percent Full	111.5%	134.6%	50.0%	106.7%
Spring Term 2014-2015 (0495)	Enrollment Count	254	76	4	174
Spring Term 2014-2015 (0495)	Standard Course Load	254	52	34	168
Spring Term 2014-2015 (0495)	Percent Full	100.0%	146.2%	11.8%	103.6%
Summer Term 2014-2015 (0500)	Enrollment Count	46		5	41
Summer Term 2014-2015 (0500)	Standard Course Load	58		10	48
Summer Term 2014-2015 (0500)	Percent Full	79.3%		50.0%	85.4%
Fall Term 2015-2016 (0505)	Enrollment Count	237	70	3	164
Fall Term 2015-2016 (0505)	Standard Course Load	240	52	20	168
Fall Term 2015-2016 (0505)	Percent Full	98.8%	134.6%	15.0%	97.6%

SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



One College Support

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Executive Leadership

SPC Locations

SPC-Business Intelligence

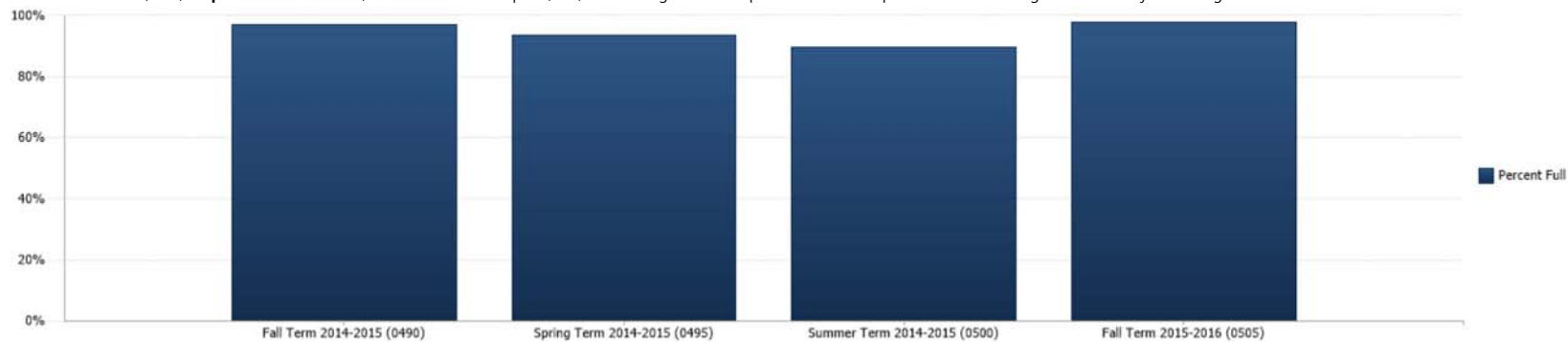
Strategic Initiatives

Student

CAPR > Percent Full

Enrollment | Performance | [Percent Full](#) | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Percent Full Metric Graph

Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUSCORE-UD**

Percent Full Metric by Instructional Method

Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BUSCORE-UD**, Filter empty rows and columns

Term Academic Year - Term Desc	Measures	All	Blended	Face-to-Face	Online
Fall Term 2014-2015 (0490)	Enrollment Count	1,584	247	27	1,310
Fall Term 2014-2015 (0490)	Standard Course Load	1,632	264	24	1,344
Fall Term 2014-2015 (0490)	Percent Full	97.1%	93.6%	112.5%	97.5%
Spring Term 2014-2015 (0495)	Enrollment Count	1,569	243		1,326
Spring Term 2014-2015 (0495)	Standard Course Load	1,680	264		1,416
Spring Term 2014-2015 (0495)	Percent Full	93.4%	92.0%		93.6%
Summer Term 2014-2015 (0500)	Enrollment Count	559	66		493
Summer Term 2014-2015 (0500)	Standard Course Load	624	72		552
Summer Term 2014-2015 (0500)	Percent Full	89.6%	91.7%		89.3%
Fall Term 2015-2016 (0505)	Enrollment Count	1,786	282	27	1,477
Fall Term 2015-2016 (0505)	Standard Course Load	1,824	288	24	1,512
Fall Term 2015-2016 (0505)	Percent Full	97.9%	97.9%	112.5%	97.7%

Student System (

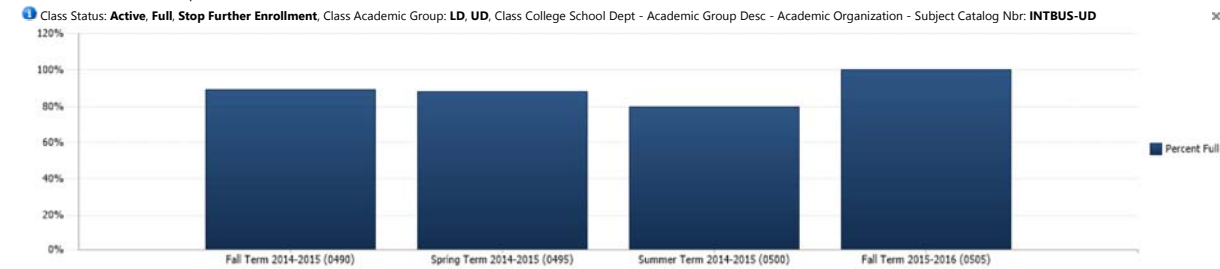
Last Refresh: 7/28/

[Academic Year - Term](#)[Campus Description](#)[College - Group - Aca](#)[Course Instructional M](#)Class Status [Active, F](#)Student Group [All](#)Course Group [All](#)

Academic Program Viability Report > Percent Full

Enrollment | Performance | **Percent Full** | Graduates | Course Groups

Percent Full Metric Graph



Percent Full Metric by Instructional Method

Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **INTBUS-UD**, Filter empty rows and...

		All	Blended	Online
Term Academic Year - Term Desc	Measures			
Fall Term 2014-2015 (0490)	Enrollment Count	311	39	272
Fall Term 2014-2015 (0490)	Standard Course Load	348	60	288
Fall Term 2014-2015 (0490)	Percent Full	89.4%	65.0%	94.4%
Spring Term 2014-2015 (0495)	Enrollment Count	264	25	239
Spring Term 2014-2015 (0495)	Standard Course Load	300	36	264
Spring Term 2014-2015 (0495)	Percent Full	88.0%	69.4%	90.5%
Summer Term 2014-2015 (0500)	Enrollment Count	96		96
Summer Term 2014-2015 (0500)	Standard Course Load	120		120
Summer Term 2014-2015 (0500)	Percent Full	80.0%		80.0%
Fall Term 2015-2016 (0505)	Enrollment Count	301	50	251
Fall Term 2015-2016 (0505)	Standard Course Load	300	60	240
Fall Term 2015-2016 (0505)	Percent Full	100.3%	83.3%	104.6%

Student System Cube Refresh

Last Refresh:	9/30/2015 5:05:42 AM
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Academic Year - Term Desc - Multi **Fall Term 2014-2015 (0490), Spring Term 2...**

Campus Description **All**

College - Group - Acad Org - Subject **INTBUS-UD**

Course Instructional Method **All**

Class Status **Active, Full, Stop Further Enrollment**

Student Group **All**

Course Group **All**

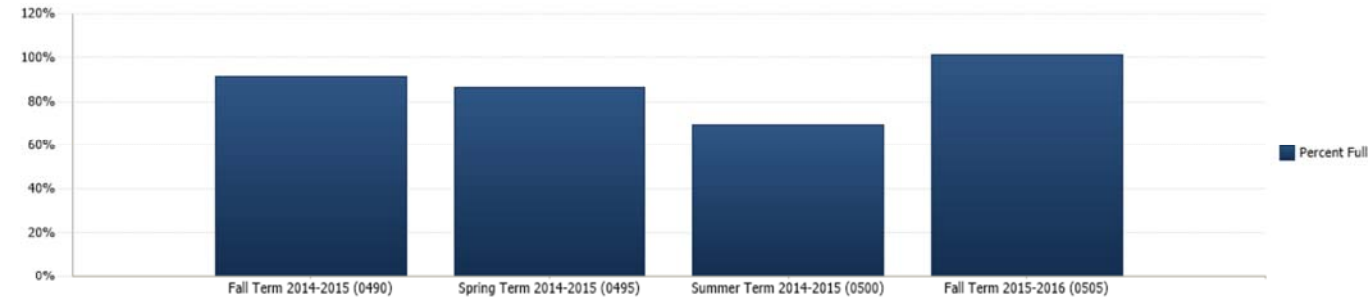


Academic Program Viability Report > Percent Full

Enrollment | Performance | **Percent Full** | Graduates | Course Groups

Percent Full Metric Graph

Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MGTORG**...



Percent Full Metric by Instructional Method

Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MGTORG**...

Term Academic Year - Term Desc	Measures	All	Blended	Independent Study	Online
Fall Term 2014-2015 (0490)	Enrollment Count	878	127	1	750
Fall Term 2014-2015 (0490)	Standard Course Load	960	144	24	792
Fall Term 2014-2015 (0490)	Percent Full	91.5%	88.2%	4.2%	94.7%
Spring Term 2014-2015 (0495)	Enrollment Count	871	114		757
Spring Term 2014-2015 (0495)	Standard Course Load	1,008	144		864
Spring Term 2014-2015 (0495)	Percent Full	86.3%	79.2%		87.5%
Summer Term 2014-2015 (0500)	Enrollment Count	233		2	231
Summer Term 2014-2015 (0500)	Standard Course Load	336		48	288
Summer Term 2014-2015 (0500)	Percent Full	69.3%		4.2%	80.2%
Fall Term 2015-2016 (0505)	Enrollment Count	972	132		840
Fall Term 2015-2016 (0505)	Standard Course Load	960	144		816
Fall Term 2015-2016 (0505)	Percent Full	101.3%	91.7%		102.9%

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM
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Academic Year - Term Desc - Multi **Fall Term 2014-2015 (0490), Spring Term 2...**

Campus Description **All**

College - Group - Acad Org - Subject **MGTORG-UD**

Course Instructional Method **All**

Class Status **Active, Full, Stop Further Enrollment**

Student Group **All**

Course Group **All**

SharePoint

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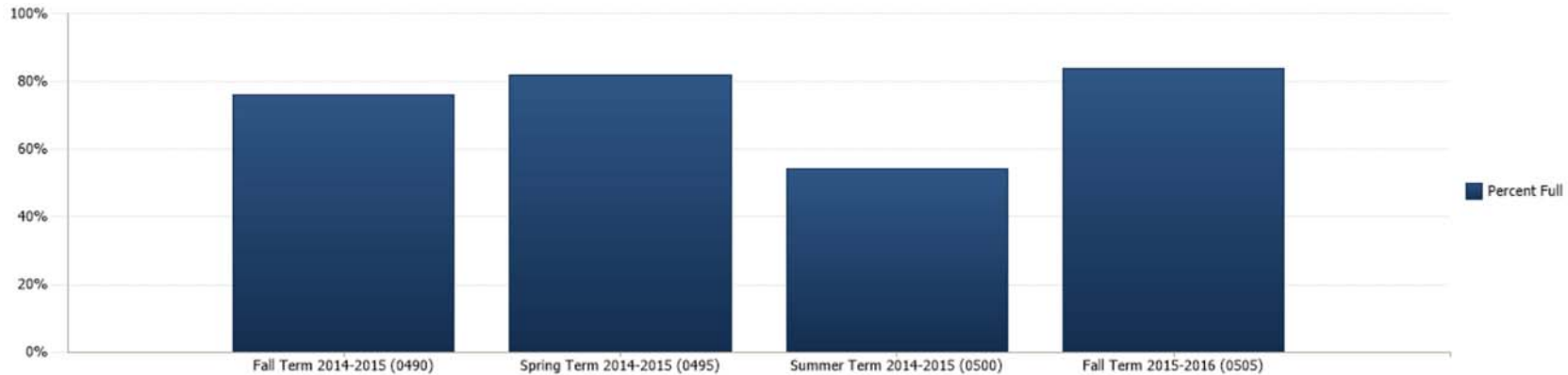
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Academic Program Viability Report > Percent Full

Enrollment | Performance | [Percent Full](#) | Graduates | Course Groups

Percent Full Metric Graph

Class Status: Active, Full, Stop Further Enrollment, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SUSMGT-UD**



Student System C

Last Refresh:	10/1/2015
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Academic Year - Term I

Campus Description A

College - Group - Acad

Course Instructional Me

Class Status Active, Full

Student Group All

Course Group All

Percent Full Metric by Instructional Method

Class Status: Active, Full, Stop Further Enrollment, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SUSMGT-UD**, Filter by...

Term Academic Year - Term Desc	Measures	All	Blended	Online
Fall Term 2014-2015 (0490)	Enrollment Count	128		128
Fall Term 2014-2015 (0490)	Standard Course Load	168		168
Fall Term 2014-2015 (0490)	Percent Full	76.2%		76.2%
Spring Term 2014-2015 (0495)	Enrollment Count	118		118
Spring Term 2014-2015 (0495)	Standard Course Load	144		144
Spring Term 2014-2015 (0495)	Percent Full	81.9%		81.9%
Summer Term 2014-2015 (0500)	Enrollment Count	13		13
Summer Term 2014-2015 (0500)	Standard Course Load	24		24
Summer Term 2014-2015 (0500)	Percent Full	54.2%		54.2%
Fall Term 2015-2016 (0505)	Enrollment Count	141	33	108
Fall Term 2015-2016 (0505)	Standard Course Load	168	48	120
Fall Term 2015-2016 (0505)	Percent Full	83.9%	68.8%	90.0%

SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



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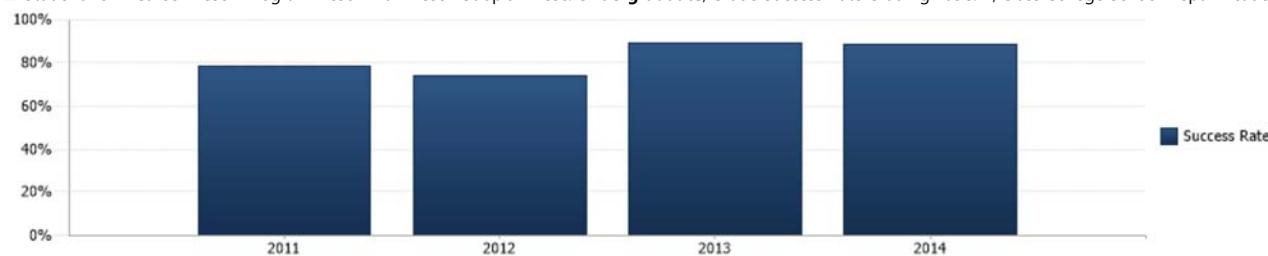
SPC-Business Intelligence

Strategic Init

Academic Program Viability Report > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Course Groups

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Acad...

Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Acad...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▶ 2011	376	78.2%	10.1%	6.9%	1.6%
▶ 2012	356	74.2%	14.0%	5.6%	1.4%
▶ 2013	398	89.2%	4.3%	1.5%	1.8%
▶ 2014	503	88.3%	6.2%	2.6%	0.6%

Student System Cube Refresh

Last Refresh:	10/1/2015 4:59:51 AM
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Academic Year - Term Desc - Multi 2011, 2012, 2013, 2014 ▼Campus Description AllCareer - Program - Plan - Subplan - Multi Undergraduate ▼College - Group - Acad Org - Subject BUS-UD ▼Course Instructional Method All ▼Student Type (FTIC) AllAge Group AllEthnic Group AllGender AllStudent Group All ▼Course Group All ▼

SharePoint

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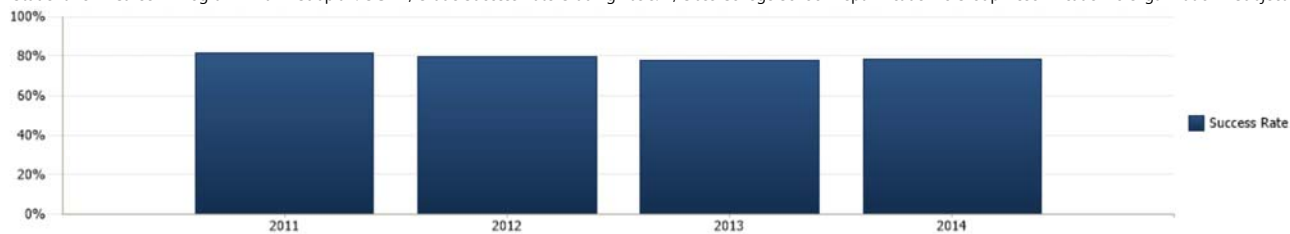
Strategic Initiatives

Student

CAPR > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Success Rate Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject...

Performance

Student Term Career - Program - Plan - Subplan: **UGRD**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▶ 2011	2,957	81.6%	7.3%	4.6%	2.9%
▶ 2012	2,833	79.5%	8.5%	5.3%	2.6%
▶ 2013	3,154	77.9%	9.4%	5.2%	3.5%
▶ 2014	3,712	78.3%	8.5%	5.7%	3.2%

Student System Cube Refresh

Last Refresh: 7/28/2016 10:36:55 AM

Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi College - Group - Acad Org - Subject Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Student Group Course Group

SharePoint

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Strategic Initiatives

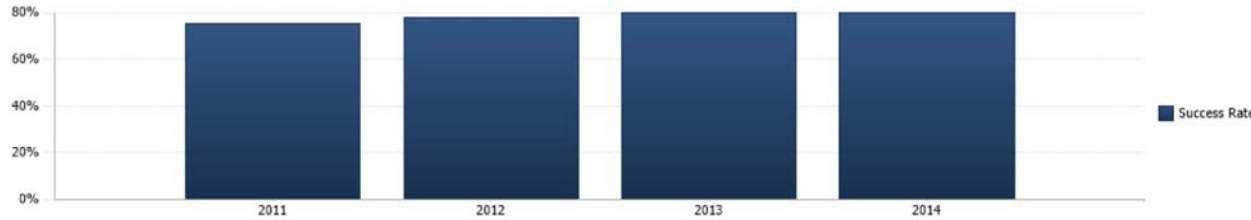
Student Services

Academic Program Viability Report > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Course Groups

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - A/c...



Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - A/c...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2011	897	75.0%	15.4%	3.1%	4.1%
2012	809	77.9%	12.2%	3.0%	4.6%
2013	731	79.8%	13.1%	3.4%	2.1%
2014	671	79.6%	12.4%	2.5%	4.0%

Student System Cube Refresh

Last Refresh:	3/22/2016 8:44:54 AM
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Academic Year - Term Desc - Multi [2011, 2012, 2013, 2014](#)

Campus Description [All](#)

Career - Program - Plan - Subplan - Multi [Undergraduate](#)

College - Group - Acad Org - Subject [INTBUS-UD](#)

Course Instructional Method [All](#)

Student Type (FTIC) [All](#)

Age Group [All](#)

Ethnic Group [All](#)

Gender [All](#)

Student Group [All](#)

Course Group [All](#)

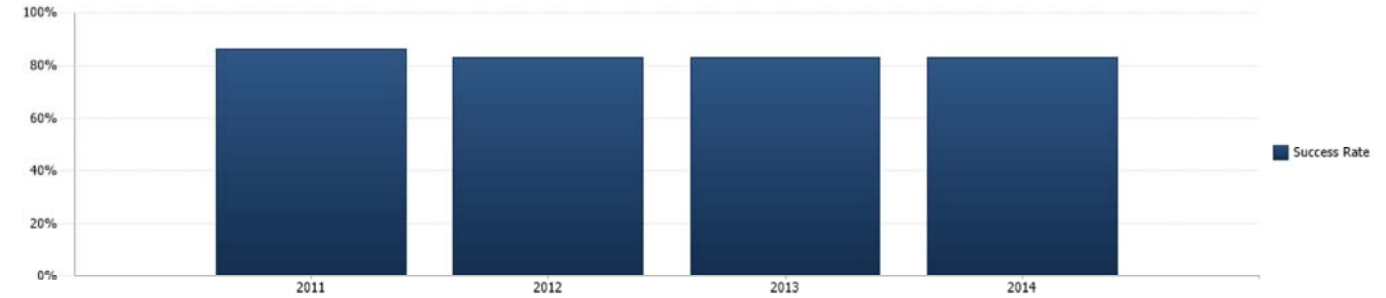


Academic Program Viability Report > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Course Groups

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organi...



Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organi...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▶ 2011	1,546	86.3%	5.3%	3.1%	3.2%
▶ 2012	1,558	83.2%	7.5%	4.5%	3.0%
▶ 2013	1,761	83.1%	6.1%	5.4%	3.6%
▶ 2014	1,982	83.2%	7.3%	3.5%	3.1%

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM
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Academic Year - Term Desc - Multi [2011, 2012, 2013, 2014](#)

Campus Description [All](#)

Career - Program - Plan - Subplan - Multi [Undergraduate](#)

College - Group - Acad Org - Subject [MGTORG-UD](#)

Course Instructional Method [All](#)

Student Type (FTIC) [All](#)

Age Group [All](#)

Ethnic Group [All](#)

Gender [All](#)

Student Group [All](#)

Course Group [All](#)

SharePoint

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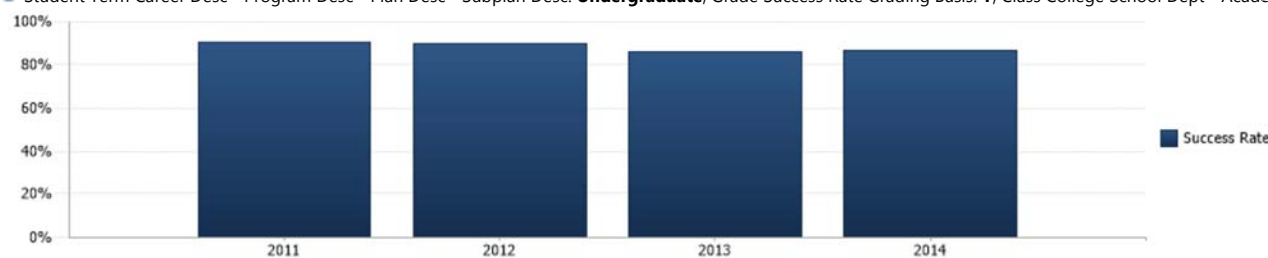
SPC-Business Intelligence

Strategic Init

Academic Program Viability Report > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Course Groups

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Acad...

Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Acad...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▶ 2011	224	90.6%	3.1%	4.0%	1.3%
▶ 2012	209	89.5%	4.8%	3.8%	1.4%
▶ 2013	207	86.0%	3.9%	6.8%	3.4%
▶ 2014	259	86.5%	5.0%	4.2%	2.3%

Student System Cube Refresh

Last Refresh:	10/1/2015 4:59:51 AM
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Academic Year - Term Desc - Multi Campus Description Career - Program - Plan - Subplan - Multi College - Group - Acad Org - Subject Course Instructional Method Student Type (FTIC) Age Group Ethnic Group Gender Student Group Course Group

SharePoint

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SPC-Business Intelligence

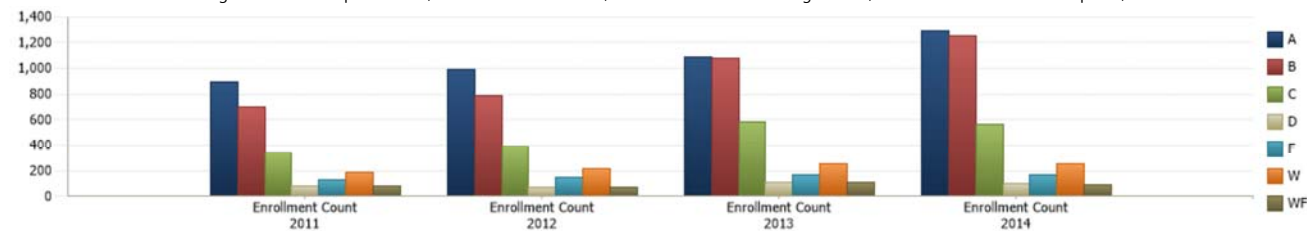
Strategic Initiatives

Student

CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **BUS-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **U**...

Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **BUS-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **U**...

Term Academic Year - Term Desc	Enrollment Count							
	All	A	B	C	D	F	W	WF
2011	2,422	892	705	346	85	129	185	80
2012	2,689	991	792	389	75	149	220	73
2013	3,388	1,088	1,075	583	110	168	252	112
2014	3,720	1,288	1,252	562	100	169	260	89

Student System Cube Refresh

Last Refresh: 6/14/2016 5:33:02 AM

Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Student Group Course Group

SharePoint

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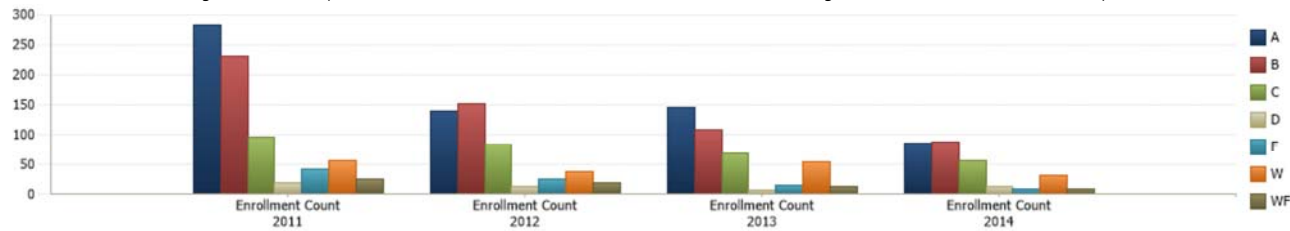
Strategic Initiatives

Student

CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **INTBUS-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Calendar: **2011-2014**

Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **INTBUS-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Calendar: **2011-2014**

Term Academic Year - Term Desc	Enrollment Count						
	All	A	B	C	D	F	W
2011	758	283	232	96	20	43	58
2012	474	140	152	83	14	26	39
2013	416	147	109	69	8	15	55
2014	297	87	88	58	13	9	33

Student System Cube Refresh

Last Refresh: 6/14/2016 5:33:02 AM

Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Student Group Course Group

SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



One College Support

Academic Departments

College Administration

Committees & Groups

Executive Leadership

SPC Locations

SPC-Business Intelligence

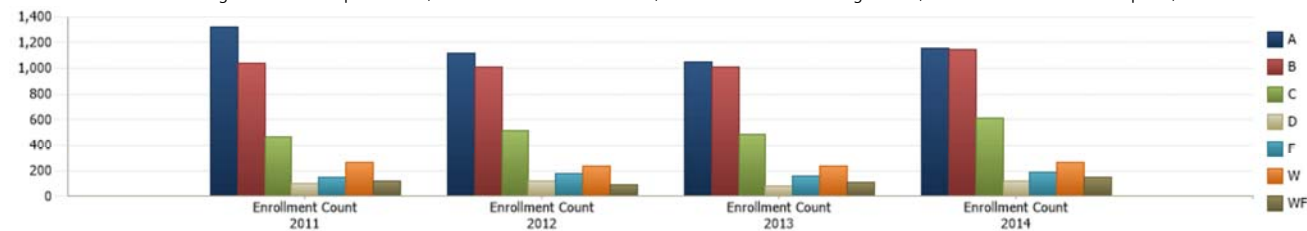
Strategic Initiatives

Student

CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MGTORG-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Cla...

Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MGTORG-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Cla...

Term Academic Year - Term Desc	Enrollment Count						
	All	A	B	C	D	F	W
2011	3,470	1,320	1,038	467	104	151	268
2012	3,272	1,114	1,014	518	121	175	241
2013	3,140	1,049	1,008	493	83	163	236
2014	3,635	1,152	1,142	615	122	188	269

Student System Cube Refresh

Last Refresh: 6/14/2016 5:33:02 AM

Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Student Group Course Group

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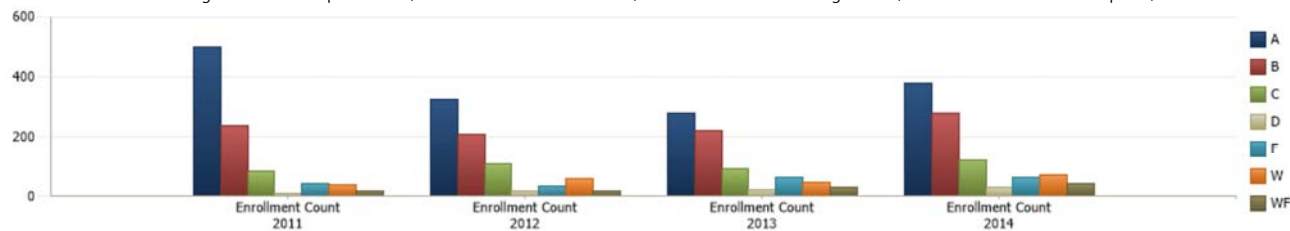
Strategic Initiatives

Student

CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **SUSMG-T-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Cntr...

Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **SUSMG-T-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Cntr...

	Enrollment Count							
	▲ All							
Term Academic Year - Term Desc	A	B	C	D	F	W	WF	
▶ 2011	934	501	237	86	10	42	38	20
▶ 2012	779	327	210	111	17	37	58	19
▶ 2013	761	279	221	94	21	65	49	32
▶ 2014	991	381	281	121	29	63	72	44

Student System Cube Refresh

Last Refresh: 6/14/2016 5:33:02 AM

Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Student Group Course Group



Industry Certification Attainment

An industry certification or equivalent state or national exam has not been identified for the College of Business: Business Administration, BS program for evidence of certification attainment at the baccalaureate level.



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Industry Certification Attainment

An industry certification or equivalent state or national exam has not been identified for the College of Business: International Business, B.A.S. program for evidence of certification attainment at the baccalaureate level.



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Industry Certification Attainment

An industry certification or equivalent state or national exam has not been identified for the College of Business: Management and Organizational Leadership, BAS program for evidence of certification attainment at the baccalaureate level.



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Industry Certification Attainment

An industry certification or equivalent state or national exam has not been identified for the College of Business: Sustainability Management, BAS program for evidence of certification attainment at the baccalaureate level.



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View: **Course Groups**
 Date: **10/1/2015**
 Dashboard: [Course Groups](#)
 Parameter: **Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All,Undergraduate,BUS-UD,All,All,All,All,All,All**

Class Course Group - Subject Catalog Nbr	Fall Term 2014- 2015 (0490)		Spring Term 2014- 2015 (0495)		Summer Term 2014-2015 (0500)		Fall Term 2015- 2016 (0505)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
MAN4725	51	2	52	2			46	2
MAN4940	5	1	3	1	5	1	3	2

View: **Course Groups**
 Date: **9/30/2015**
 Dashboard: [Course Groups](#)
 Parameter: **Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All,Undergraduate,INTBUS-UD,All,All,All,All,All,All,All**

Class Course Group - Subject Catalog Nbr	Fall Term 2014- 2015 (0490)		Spring Term 2014-2015 (0495)		Summer Term 2014- 2015 (0500)		Fall Term 2015- 2016 (0505)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
MAN4934	9	1	7	1			4	1

View: **Course Groups**
 Date: **10/1/2015**
 Dashboard: [Course Groups](#)
 Parameter: **Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All,Undergraduate,SUSMGT-UD,All,All,All,All,All,All,All**

Class Course Group - Subject Catalog Nbr	Fall Term 2014- 2015 (0490)		Spring Term 2014- 2015 (0495)		Summer Term 2014-2015 (0500)		Fall Term 2015- 2016 (0505)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
MAN4902	12	1	18	1			13	1

View: **Program Plans Taken by Plan**

Date: **6/14/2016**

Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),BUS-BS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Summer Term 2014-2015 (0500) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count
All	440	357	179	294	231	95	174
BUS-BS	440	349	171	283	221	85	161
EDST-BS		1	1				
ELEDR-BS				1	1		1
ENRCH-NO				1	3	2	1
GEN-AA						1	
HSA-AS		1	1	1			
LEGAL-CT					1		
MGTORG-BAS		2	2	3	2	4	7
NURSE-AS							1
PPA-BS		1	2	2	2	1	1
SUSMGT-BAS		2	1	2	1		1
TECMGT-AS						1	
TMGT-BAS		1	1	1		1	1

View: **Program Plans Taken by Plan**

Date: **6/14/2016**

Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),INTBUS-BAS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Summer Term 2014-2015 (0500) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count
All	64	45	17	32	23	10	17
INTBUS-BAS	64	43	16	30	22	7	14
ACTAP-CT						1	
BIOLOGY-BS						1	1
BUS-BS		1	1	2	1	1	1
ENRCH-NO		1					
PRJMGT-CT							1

View: **Program Plans Taken by Plan**

Date: **6/14/2016**

Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),MGTORG-BAS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Summer Term 2014-2015 (0500) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count
All	490	374	135	274	209	76	148
MGTORG-BAS	490	371	132	269	202	71	143
CST-AS		1					
DIG-AS					1		
ENRCH-NO						2	
EPI-CT			1	1	1		
FBM-CT							1
HLS-CT					1		
PPA-BS					1		1
PRJMG-CT		1	1	1	1	1	
PTA-AS							1
RESC-AS				1	1	1	1
SUSMG-CT		1	1	1	1		
WEBDS-CT				1		1	1

View: **Program Plans Taken by Plan**

Date: **6/14/2016**

Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),SUSMGT-BAS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Summer Term 2014-2015 (0500) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count
All	108	81	32	62	50	13	35
SUSMGT-BAS	108	76	31	59	45	11	31
ACTAP-CT		1	1				
BIOLOGY-BS		1					
BUS-AS						1	
COMPNET-AS						1	1
ENRCH-NO		1			1		1
EPI-CT				1	1		1
MGT/LDR-CT				1	1		
MGTORG-BAS		1		1	2		1
PRJMGT-CT		1					

SharePoint

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Strategic Initiatives

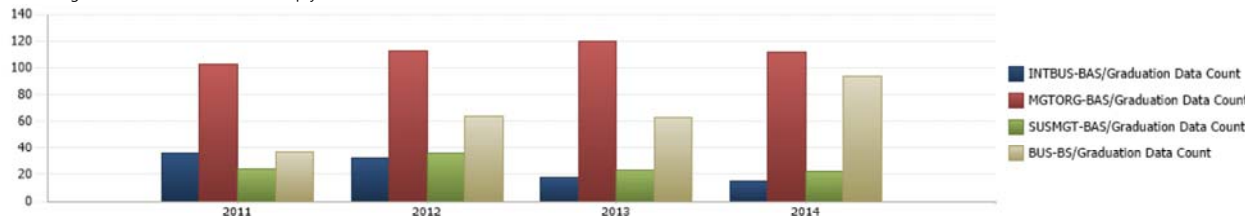
Student Services

Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | [Graduates](#) | Course Groups

Overall Graduates Trend

No background selections exist, Filter empty series and bottom axis items



Overall Graduates Count

No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	2011	2012	2013	2014
INTBUS-BAS	Graduation Data Count	36	32	18	15
MGTORG-BAS	Graduation Data Count	103	113	120	112
SUSMGT-BAS	Graduation Data Count	24	36	23	22
BUS-BS	Graduation Data Count	37	64	63	94

Student System Cube Refresh

Last Refresh:	3/22/2016 8:44:54 AM
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Academic Year - Term Desc - Multi [2011, 2012, 2013, 2014](#)

Graduation Degree Plan Subplan - Multi [INTBUS-BAS, MGTORG-BAS, SUSMGT-BA...](#)

Age Group [All](#)

Gender [All](#)

Ethnic Group [All](#)

Custom Cohort [All](#)

Student Group [All](#)



Faculty/Adjunct Ratio-BUS

Equated Credit Hours by Faculty Classification

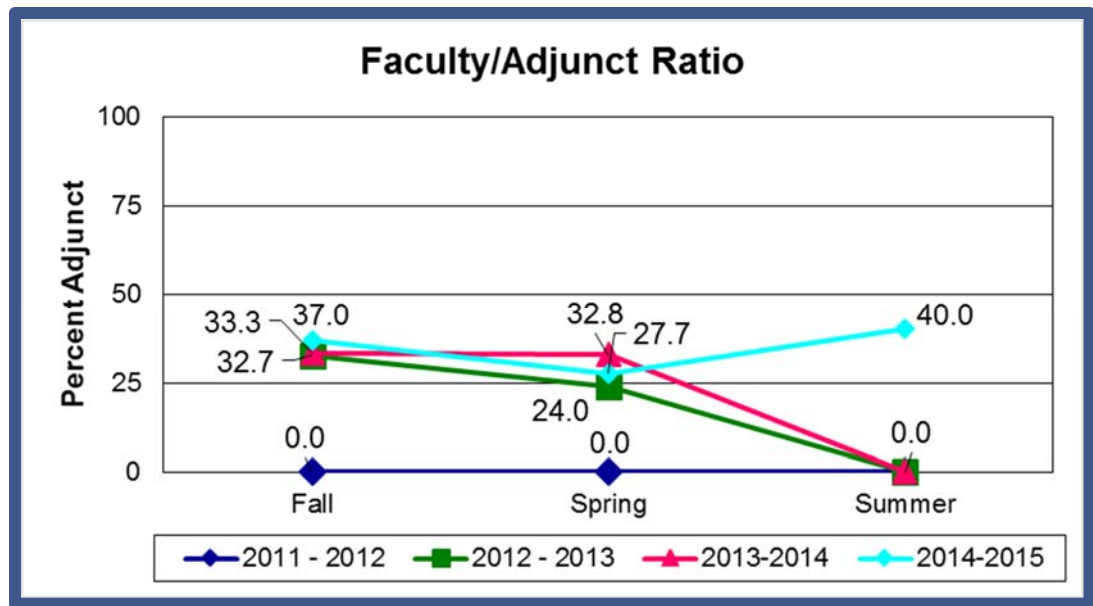
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2011-2012	27.0	100.0%	0.0	0.0%	0.0	0.0%
Spring 2011-2012	27.0	100.0%	0.0	0.0%	0.0	0.0%
Summer 2011-2012	6.2	100.0%	0.0	0.0%	0.0	0.0%
2011-2012 Total	60.2	100.0%	0.0	0.0%	0.0	0.0%
Fall 2012-2013	18.5	67.3%	0.0	0.0%	9.0	32.7%
Spring 2012-2013	13.0	52.0%	6.0	24.0%	6.0	24.0%
Summer 2012-2013	0.0	0.0%	3.0	100.0%	0.0	0.0%
2012-2013 Total	31.5	56.8%	9.0	16.2%	15.0	27.0%
Fall 2013-2014	18.0	66.7%	0.0	0.0%	9.0	33.3%
Spring 2013-2014	18.4	67.2%	0.0	0.0%	9.0	32.8%
Summer 2013-2014	5.0	100.0%	0.0	0.0%	0.0	0.0%
2013-2014 Total	41.4	69.7%	0.0	0.0%	18.0	30.3%
Fall 2014-2015	17.0	63.0%	0.0	0.0%	10.0	37.0%
Spring 2014-2015	23.5	72.3%	0.0	0.0%	9.0	27.7%
Summer 2014-2015	4.5	60.0%	0.0	0.0%	3.0	40.0%
2014-2015 Total	45.0	67.2%	0.0	0.0%	22.0	32.8%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



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Faculty/Adjunct Ratio-INTBUS

Equated Credit Hours by Faculty Classification

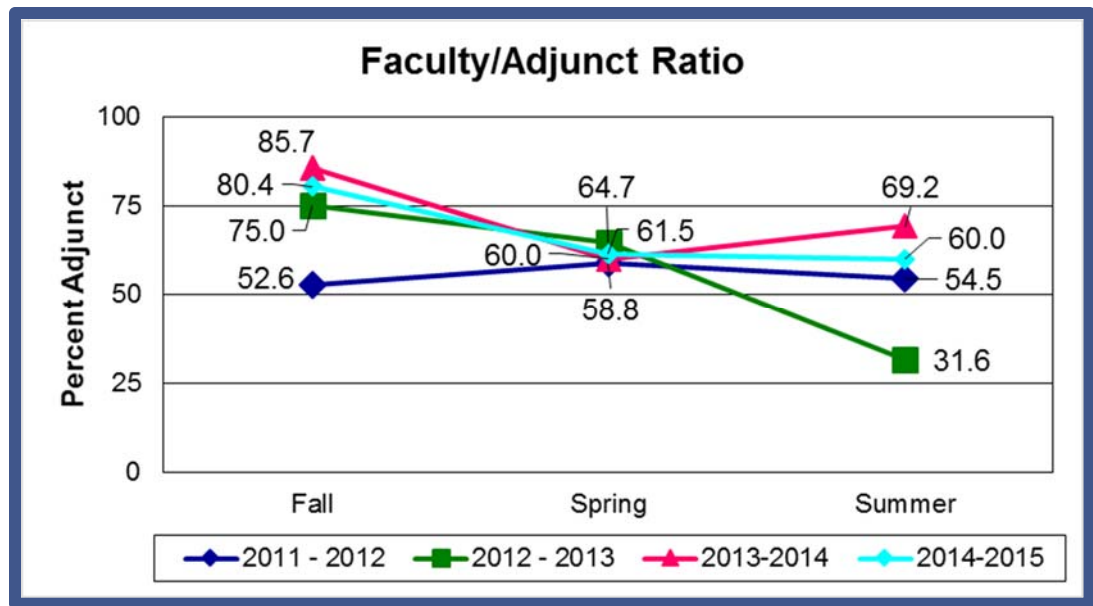
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2011-2012	27.0	47.4%	0.0	0.0%	30.0	52.6%
Spring 2011-2012	21.0	41.2%	0.0	0.0%	30.0	58.8%
Summer 2011-2012	10.0	45.5%	0.0	0.0%	12.0	54.5%
2011-2012 Total	58.0	44.6%	0.0	0.0%	72.0	55.4%
Fall 2012-2013	12.0	25.0%	0.0	0.0%	36.0	75.0%
Spring 2012-2013	15.0	29.4%	3.0	5.9%	33.0	64.7%
Summer 2012-2013	13.0	68.4%	0.0	0.0%	6.0	31.6%
2012-2013 Total	40.0	33.9%	3.0	2.5%	75.0	63.6%
Fall 2013-2014	6.0	14.3%	0.0	0.0%	36.0	85.7%
Spring 2013-2014	18.0	40.0%	0.0	0.0%	27.0	60.0%
Summer 2013-2014	4.0	30.8%	0.0	0.0%	9.0	69.2%
2013-2014 Total	28.0	28.0%	0.0	0.0%	72.0	72.0%
Fall 2014-2015	9.0	19.6%	0.0	0.0%	37.0	80.4%
Spring 2014-2015	15.0	38.5%	0.0	0.0%	24.0	61.5%
Summer 2014-2015	6.0	40.0%	0.0	0.0%	9.0	60.0%
2014-2015 Total	30.0	30.0%	0.0	0.0%	70.0	70.0%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



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Faculty/Adjunct Ratio-MGTORG

Equated Credit Hours by Faculty Classification

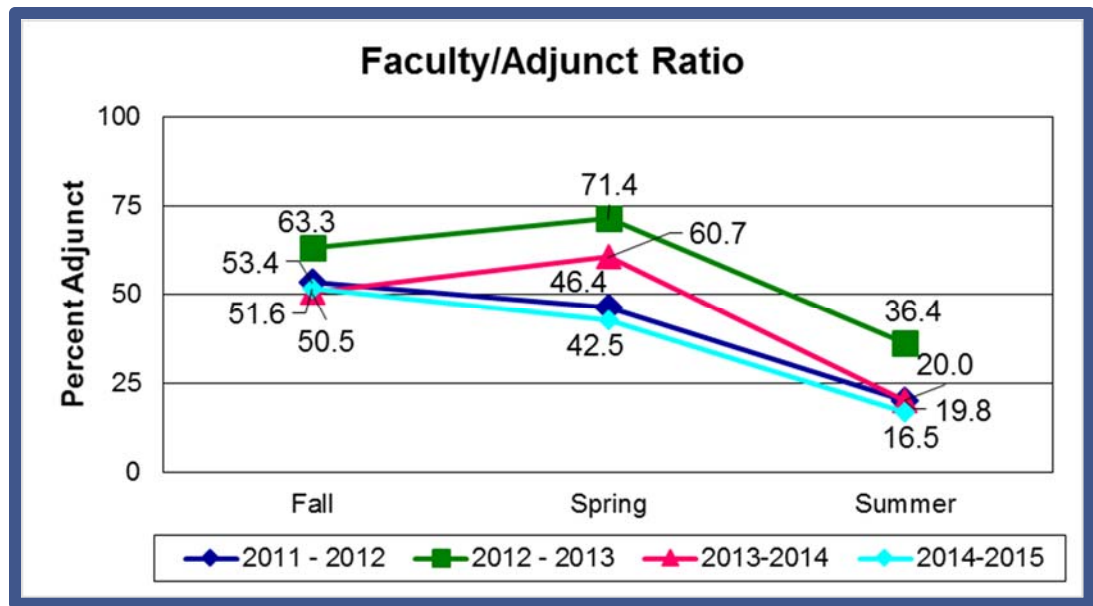
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2011-2012	55.0	46.6%	0.0	0.0%	63.0	53.4%
Spring 2011-2012	48.5	53.6%	0.0	0.0%	42.0	46.4%
Summer 2011-2012	24.3	80.2%	0.0	0.0%	6.0	19.8%
2011-2012 Total	127.8	53.5%	0.0	0.0%	111.0	46.5%
Fall 2012-2013	33.0	36.7%	0.0	0.0%	57.0	63.3%
Spring 2012-2013	26.0	28.6%	0.0	0.0%	65.0	71.4%
Summer 2012-2013	21.0	63.6%	0.0	0.0%	12.0	36.4%
2012-2013 Total	80.0	37.4%	0.0	0.0%	134.0	62.6%
Fall 2013-2014	55.9	49.5%	0.0	0.0%	57.0	50.5%
Spring 2013-2014	39.0	39.3%	0.0	0.0%	60.3	60.7%
Summer 2013-2014	24.0	80.0%	0.0	0.0%	6.0	20.0%
2013-2014 Total	118.9	49.1%	0.0	0.0%	123.3	50.9%
Fall 2014-2015	54.5	48.4%	0.0	0.0%	58.0	51.6%
Spring 2014-2015	69.0	57.5%	0.0	0.0%	51.0	42.5%
Summer 2014-2015	30.3	83.5%	0.0	0.0%	6.0	16.5%
2014-2015 Total	153.8	57.2%	0.0	0.0%	115.0	42.8%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Faculty/Adjunct Ratio-SUSMGT

Equated Credit Hours by Faculty Classification

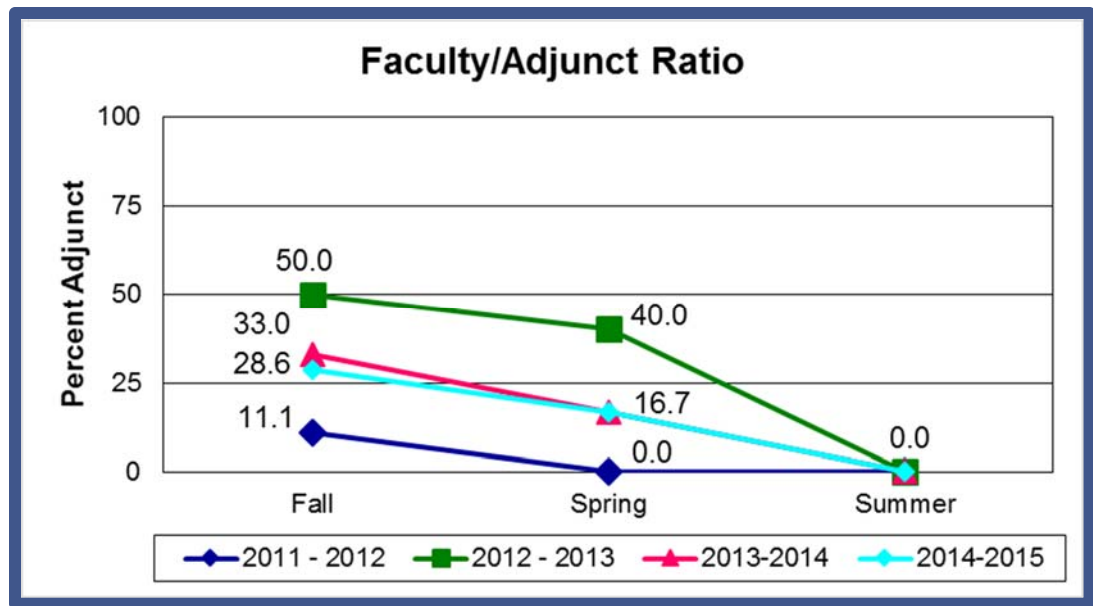
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2011-2012	24.0	88.9%	0.0	0.0%	3.0	11.1%
Spring 2011-2012	15.0	100.0%	0.0	0.0%	0.0	0.0%
Summer 2011-2012	0.0	0.0%	0.0	0.0%	0.0	0.0%
2011-2012 Total	39.0	92.9%	0.0	0.0%	3.0	7.1%
Fall 2012-2013	9.0	9.0%	0.0	0.0%	9.0	50.0%
Spring 2012-2013	9.0	60.0%	0.0	0.0%	6.0	40.0%
Summer 2012-2013	0.0	0.0%	0.0	0.0%	0.0	0.0%
2012-2013 Total	18.0	54.5%	0.0	0.0%	15.0	45.5%
Fall 2013-2014	12.0	66.7%	0.0	0.0%	6.0	33.0%
Spring 2013-2014	15.0	83.3%	0.0	0.0%	3.0	16.7%
Summer 2013-2014	0.0	0.0%	0.0	0.0%	0.0	0.0%
2013-2014 Total	27.0	75.0%	0.0	0.0%	9.0	25.0%
Fall 2014-2015	15.0	71.4%	0.0	0.0%	6.0	28.6%
Spring 2014-2015	15.0	83.3%	0.0	0.0%	3.0	16.7%
Summer 2014-2015	3.0	100.0%	0.0	0.0%	0.0	0.0%
2014-2015 Total	33.0	78.6%	0.0	0.0%	9.0	21.4%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



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Occupation Profile



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Occupation Descriptions

The occupation description for Business operation specialists, all others (131199) used by DEO is shown below:

All business operations specialists not listed separately.

The occupation description for Administrative services managers (113011) used by DEO is shown below:

Plan, direct, or coordinate supportive services of an organization, such as recordkeeping, mail distribution, telephone operator/receptionist, and other office support services. May oversee facilities planning and maintenance and custodial operations. Exclude "Purchasing Managers" (113061).

The occupation description for Management analysts (131111) used by DEO is shown below:

Conduct organizational studies and evaluations, design systems and procedures, conduct work simplifications and measurement studies, and prepare operations and procedures manuals to assist management in operating more efficiently and effectively. Include program analysts and management consultants. Exclude "Computer Systems Analysts" (151051) and "Operations Research Analysts" (152031).

The occupation description for All other managers (119199) used by DEO is shown below:

All managers not listed separately.

The occupation description for Training and development managers (113131) used by DEO is shown below:

Plan, direct, or coordinate the training and development activities and staff of an organization.

The occupation description for General and operations managers (111021) used by DEO is shown below:

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Plan, direct, or coordinate the operations of companies or public and private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Include owners and managers who head small business establishments whose duties are primarily managerial. Exclude "First-Line Supervisors/Managers of Retail Sales workers" (411011) and workers in other small establishments.

National, State, and County Trends and Wage Information

The distribution of 2014 wage information for Business operation specialists, all others; Administrative services managers; Management analysts; All other managers; Training and development managers; and General and operations managers are located in the tables below. The mean hourly earnings for Business operation specialists, all others was \$31.01 in Florida and \$31.61 in Pinellas County. The mean hourly earnings for Administrative services managers was \$49.63 in Florida and \$48.67 in Pinellas County. The mean hourly earnings for Management analysts was \$39.14 in Florida and \$40.21 in Pinellas County. The mean hourly earnings for All other managers was \$46.50 in Florida and \$45.82 in Pinellas County. The mean hourly earnings for Training and development managers was \$50.23 in Florida and \$51.60 in Pinellas County. The mean hourly earnings for General and operations managers was \$57.54 in Florida and \$59.85 in Pinellas County.

Employment trend information for occupations related to the College of Business - BS/BAS are also provided in the tables. An average annual increase in employment for Business operation specialists, all others (12.2% - 13.7%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Administrative services managers (12.5% - 14.1%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Management analysts (16.7% - 20.9%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for All other managers (7.0% - 9.5%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Training and

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development managers (5.1% - 6.7%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for General and operations managers (5.1% - 6.7%) is shown for the period between 2014 and 2022, across the state and county.



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Employment Data

Growth for Business operation specialists, all others

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	74,237	12.2%	\$31.01/hr
Pinellas County	3,992	13.7%	\$31.61/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Growth for Administrative services managers

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	9,681	12.5%	\$49.63/hr
Pinellas County	582	14.1%	\$48.67/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Growth for Management analysts

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	51,719	16.7%	\$39.14/hr
Pinellas County	3,238	20.9%	\$40.21/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

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Growth for All other managers

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	26,829	7.0%	\$46.50/hr
Pinellas County	1,670	9.5%	\$45.82/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Growth for Training and development managers

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	1,014	12.4%	\$50.23/hr
Pinellas County	82	23.3%	\$51.60/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Growth for General and operations managers

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	77,098	5.1%	\$57.54/hr
Pinellas County	4,336	6.7%	\$59.85/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

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Major Employers

Graduates of SPC's College of Business - BS/BAS programs are employed in various areas related to their field. The primary local employers of these graduates are GTE Financial, CM Financial Services, Loving Arms Christian Pre-school, Fastsigns of Clearwater, Pinellas County Government, HCA West Florida Division HR Organization, Metropolitan Ministries, Nielsen Media, St. Petersburg College, and CBRE, as depicted in the table below.

Major Employers

Employers of College of Business - BS/BAS Graduates
GTE Financial
CM Financial Services
Loving Arms Christian Pre-school
Fastsigns of Clearwater
Pinellas County Government
HCA West Florida Division HR Organization
Metropolitan Ministries
Nielsen Media
St. Petersburg College
CBRE

Source: Recent Alumni Survey reports and program administrator records

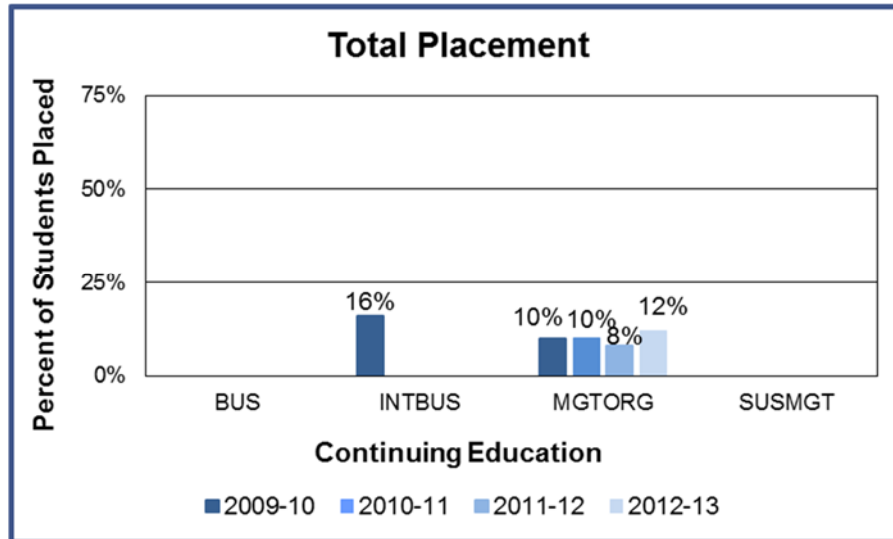


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2014-15 Placement Data



Note: The Placement Data for BUS reflects BANK-BAS and BUS-BS.

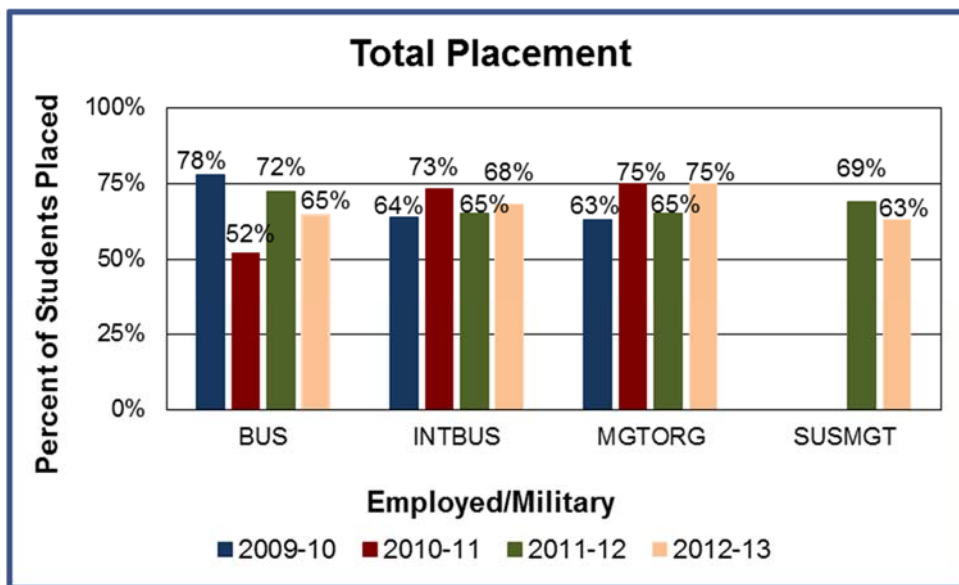
College of Business				
	BUS	INTBUS	MGTORG	SUSMGT
2009-10		16%	10%	
2010-11			10%	
2011-12			8%	
2012-13			12%	

Source: FL Dept. of Education, Smart Choices web portal



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Note: The Placement Data for BUS reflects BANK-BAS and BUS-BS.

College of Business				
	BUS	INTBUS	MGTORG	SUSMGT
2009-10	78%	64%	63%	
2010-11	52%	73%	75%	
2011-12	72%	65%	65%	69%
2012-13	65%	68%	75%	63%

Source: FL Dept. of Education, Smart Choices web portal



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Academics



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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The College of Business: Business Administration - BS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2014-15 assessment. Each of the three PLOs is listed below:

1. Exhibit management and supervision skills that enhance the value of human capital in a business environment.
2. Develop business strategies that maximize value in a business environment.
3. Evaluate business processes to assure operational efficiency and effectiveness in a business environment.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The College of Business: Business Administration (BS) program used the results of several assessments. For PLO 1, the results of two exams in MAN 3303; a Business Strategy Game (BSG) simulation; and two tests in the strategy portion of the capstone course were used. For PLO 2, the results of two final exams in FIN 3403 and MAR 3802 were used. For PLO 3, the results of a final exam in MAN 3504 and a Business Strategy Game (BSG) simulation were used. The criteria for success stated that students should attain a minimum score of 70% (on the tests/exams) and a percentile ranking of at least 50 (on the BSG simulation).

Data were collected during Fall 2013 and Spring 2015. The students whom were assessed with an exam or test achieved a minimum score of 70% on two of the three PLOs and met the criteria for success; whereas, those assessed with the simulation did not achieve a minimum percentile ranking of 50 on either of the PLOs and did not meet the criteria for success.

The 2014-15 follow-up report draft has not yet been approved.

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For the complete 2014-15 College of Business: Business Administration Program Assessment Report, please see Appendix B.



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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The College of Business: International Business - BAS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2014-15 assessment. Each of the three PLOs is listed below:

1. Exhibit management and supervision skills that enhance the value of human capital in an international business environment.
2. Develop business strategies that maximize value in an international business environment.
3. Evaluate business processes to assure operational efficiency and effectiveness in an international business environment.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The College of Business: International Business (BAS) program used the results of several assessments. For PLO 1, the results of two exams in MAN 3303; a Business Strategy Game (BSG) simulation; and two tests in the strategy portion of the capstone course were used. For PLO 2, the results of two final exams in FIN 3403 and MAR 3802 were used. For PLO 3, the results of a final exam in MAN 3504 and a Business Strategy Game (BSG) simulation were used. The criteria for success stated that students should attain a minimum score of 70% (on the tests/exams) and a percentile ranking of at least 50 (on the BSG simulation).

Data were collected during Fall 2013 and Spring 2015. The students whom were assessed with an exam or test achieved a minimum score of 70% on all three PLOs and met the criteria for success, but only for certain semesters and courses. Those assessed with the simulation achieved a minimum percentile ranking of 50 on one of the two PLOs and met the criteria for success.

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The 2014-15 follow-up report draft has not yet been approved.

For the complete 2014-15 College of Business: International Business Program Assessment Report, please see Appendix B.



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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The College of Business: Management and Organizational Leadership - BAS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2014-15 assessment. Each of the three PLOs is listed below:

1. Exhibit management and supervision skills that enhance the value of human capital in a business environment.
2. Develop innovative solutions to achieve organizational goals in a business environment.
3. Develop business processes to assure efficiency and enhance the value of management systems in an organization.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The College of Business: Management and Organizational Leadership (BAS) program used the results of several assessments. For PLO 1, the results of two exams in MAN 3303; a Business Strategy Game (BSG) simulation; and two tests in the strategy portion of the capstone course were used. For PLO 2, the results of two final exams in FIN 3403 and MAR 3802 and the TRIZ Analysis paper in MAN 3503 were used. For PLO 3, the results of a final exam in MAN 3504 and capstone outcomes data were used. The criteria for success stated that students should attain a minimum score of 70% (on the tests/exams/paper) and a percentile ranking of at least 50 (on the BSG simulation and capstone data).

Data were collected during Fall 2013 and Spring 2015. The students whom were assessed with an exam, test, or paper achieved a minimum score of 70% on all three PLOs and met the criteria for success, but only for certain semesters and courses. Those assessed with the simulation or capstone data did not achieve the minimum percentile ranking of 50 on either of the PLOs and did not meet the criteria for success.

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The 2014-15 follow-up report draft has not yet been approved.

For the complete 2014-15 College of Business: Management and Organizational Leadership Program Assessment Report, please see Appendix B.



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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The College of Business: Sustainability Management - BAS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2014-15 assessment. Each of the three PLOs is listed below:

1. Develop innovative business strategies that improve the tripe bottom line.
2. Evaluate business processes to ensure both legal compliance and appropriate implementation of sustainable practices.
3. Develop organizational change methods that promote achievement of corporate social responsibility goals.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The College of Business: Sustainability Management (BAS) program used the results from Capstone Outcomes data in MAN 4902. The criteria for success stated that students should attain a minimum score of three to pass (the equivalent of a "C").

Data were collected during Spring 2012-13, 2013-14, and 2014-15. The students whom were assessed achieved a minimum score of three on all three PLOs and met the criteria for success.

The 2014-15 follow-up report draft has not yet been approved.

For the complete 2014-15 College of Business: Sustainability Management Program Assessment Report, please see Appendix B.

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Stakeholder Perceptions

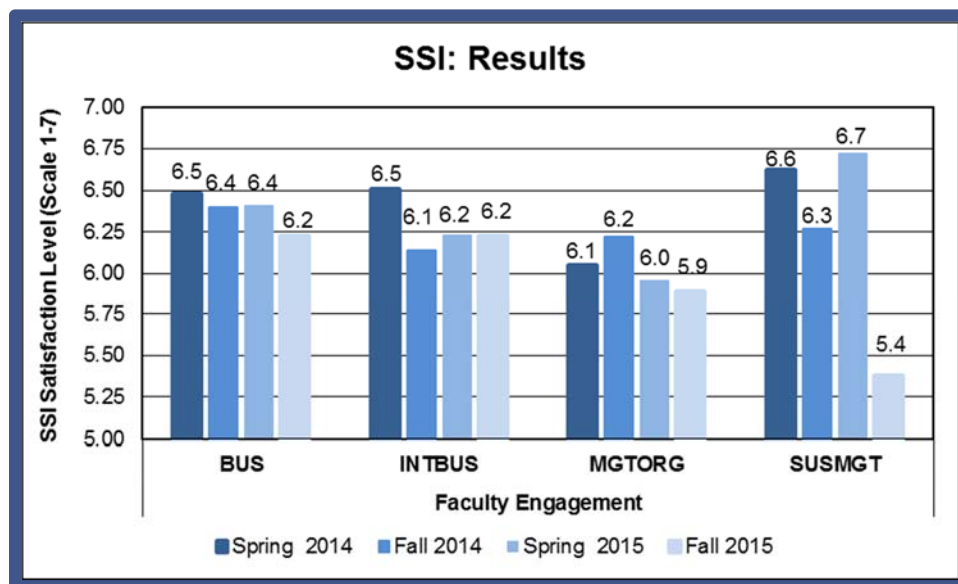


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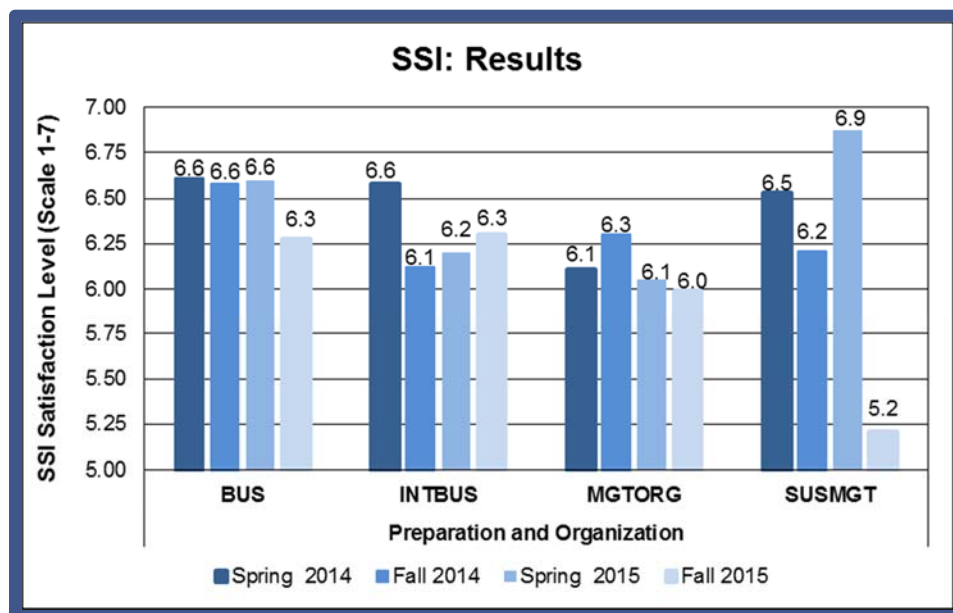
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Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database

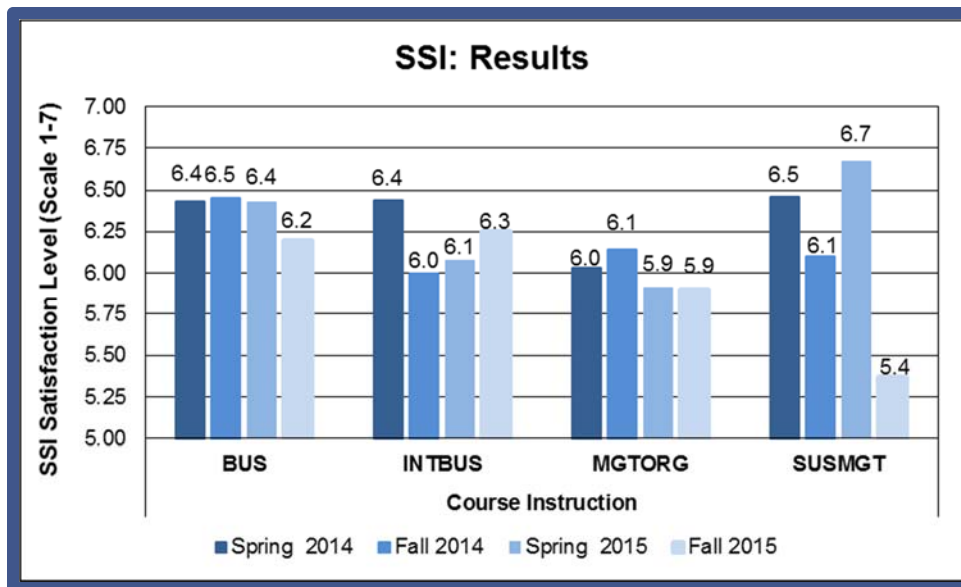


Source: St. Petersburg College Student Survey of Instruction database

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Source: St. Petersburg College Student Survey of Instruction database



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College of Business: Business Administration, B.S.

2014-15 Alumni Survey Report

Survey of 2013-14 Graduates

- *B.S. Degree: Business Administration*
- *B.A.S. Degree: Banking*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Seventy Alumni Surveys were provided to the 2013-14 graduates of the College of Business: Business Administration, B.S. program. Responses were received from 1 B.A.S. and 15 B.S. graduates.

Twenty-three percent (16/70) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, one employer survey was sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100.0% (12/12) of recent graduate survey respondents, who were employed, were employed full-time.
- 83.3% (10/12) of recent graduate survey respondents had a current position related to their studies.
- 37.5% (6/16) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Continue my education"*; 18.8% (3/16) *"Change career fields"*; 18.8% (3/16) *"Obtain employment"*; 12.5% (2/16) *"Earn more money"*; 6.3% (1/16) *"Get a promotion"*; and 6.3% (1/16) *"Meet certification/training needs"*.
- 46.7% (7/15) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Earn more money"*; 46.7% (7/15) *"Obtain employment"*; 40.0% (6/15) *"Change career fields"*; 26.7% (4/15) *"Continue my education"*; 20.0% (3/15) *"Get a promotion"*; 13.3% (2/15) *"Meet certification/training needs"*; and 6.7% (1/15) *"Other"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 43.8% (7/16) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; 37.5% (6/16) *"Very well"*; and 18.8% (3/16) *"Adequately"*.
- 58.3% (7/12) of recent graduate survey respondents indicated that they earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually); 25.0% (3/12) earned

\$25.00 or more per hour (\$52,000 or more annually); and 16.7% (2/12) earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually).

- 18.8% (3/16) of recent graduate survey respondents indicated they are continuing their education.
- 93.8% (15/16) of recent graduate survey respondents would recommend SPC's College of Business: Business Administration, B.S. program to another.
- 18.8% (3/16) indicated that they had taken an internship or co-op opportunity. Of those who indicated they took this opportunity, 100.0% (3/3) indicated it helped them obtain a job in their field.
- 20.0% (3/15) said there were additional skills they would like to have acquired in the College of Business: Business Administration, B.S. program.
- 46.7% (7/15) indicated that their salary increased after completing the College of Business: Business Administration, B.S. program, and 53.3% (8/15) indicated that it remained the same.
- An evaluation of College of Business: Business Administration, B.S. graduates' general education outcomes is displayed in Table 1. Graduates indicated high levels of satisfaction with their college preparation in the area of general education outcomes. Seventeen outcomes received mean scores between 4.5 and 4.8, and eight received mean scores between 4.1 and 4.4.

Table 1

College Preparation Ratings for Recent College of Business: Business Administration, B.S. Program Graduates

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	16	4.6	0.6
Listening	16	4.6	0.5
Reading	16	4.6	0.6
Writing	16	4.5	0.6
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	16	4.1	0.9
Using computational skills appropriately	16	4.2	0.8
Accurately interpreting mathematical data	16	4.3	0.9
<i>Using the following forms of technology:</i>			
Email	16	4.8	0.4
Word Processing	16	4.7	0.6
Spreadsheets	16	4.4	0.7
Databases	16	4.2	0.8

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Internet Research	16	4.7	0.5
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	16	4.6	0.6
Inquiring about and interpreting information	16	4.6	0.6
Organizing and evaluating information	16	4.4	0.6
Analyzing and explaining information to others	16	4.5	0.6
Using information to solve problems	16	4.6	0.6
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	16	4.6	0.6
Working well with individuals from diverse backgrounds	16	4.8	0.4
Using ethical courses of action	16	4.8	0.4
Demonstrating leadership skills	16	4.4	0.5
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	16	4.6	0.5
Being open to new ideas and challenges	16	4.6	0.6
Willingness to take on new responsibilities	16	4.7	0.5
Pursuing additional educational opportunities	16	4.4	0.6



College of Business: International Business, B.A.S.

2014-15 Alumni Survey Report

Survey of 2013-14 Graduates

➤ *B.A.S. Degree: International Business*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Fifteen Alumni Surveys were provided to the 2013-14 graduates of the College of Business: International Business, B.A.S. program. Responses were received from 2 B.A.S. graduates.

Thirteen percent (2/15) of the graduates surveyed responded to the survey. None of the respondents provided permission to contact their employers, so no employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100.0% (2/2) of recent graduate survey respondents, who were employed, were employed full-time.
- 50.0% (1/2) of recent graduate survey respondents had a current position related to their studies.
- 100.0% (2/2) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Earn more money"*.
- 50.0% (1/2) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Earn more money"*; 50.0% (1/2) *"Get a promotion"*; and 50.0% (1/2) *"Meet certification/training needs"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 50.0% (1/2) of recent graduate survey respondents indicated that SPC did *"Very well"* in helping them meet their goal; and 50.0% (1/2) *"Adequately"*.
- 50.0% (1/2) of recent graduate survey respondents indicated that they earned \$25.00 or more per hour (\$52,000 or more annually); and 50.0% (1/2) earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually).
- None (0/2) of the recent graduate survey respondents indicated they are continuing their education.
- 100.0% (2/2) of recent graduate survey respondents would recommend SPC's College of Business: International Business, B.A.S. program to another.
- None (0/2) indicated that they had taken an internship or co-op opportunity.

- 50.0% (1/2) said there were additional skills they would like to have acquired in the College of Business: International Business, B.A.S. program.
- 50.0% (1/2) indicated that their salary increased after completing the College of Business: International Business, B.A.S. program, and 50.0% (1/2) indicated that it remained the same.
- An evaluation of College of Business: International Business, B.A.S. graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Five outcomes received a mean score of 4.5, nine received a mean score of 4.0, nine received a mean score of 3.5, and two received a mean score of 3.0.

Table 1

College Preparation Ratings for Recent College of Business: International Business, B.A.S. Program Graduates

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	2	4.5	0.7
Listening	2	4.5	0.7
Reading	2	4.5	0.7
Writing	2	4.5	0.7
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	2	4.0	0.0
Using computational skills appropriately	2	3.5	0.7
Accurately interpreting mathematical data	2	3.5	0.7
<i>Using the following forms of technology:</i>			
Email	2	4.5	0.7
Word Processing	2	4.0	0.0
Spreadsheets	2	3.0	1.4
Databases	2	3.0	1.4
Internet Research	2	3.5	0.7
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	2	3.5	0.7
Inquiring about and interpreting information	2	3.5	0.7
Organizing and evaluating information	2	3.5	0.7
Analyzing and explaining information to others	2	3.5	0.7

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Using information to solve problems	2	3.5	0.7
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	2	4.0	0.0
Working well with individuals from diverse backgrounds	2	4.0	0.0
Using ethical courses of action	2	4.0	0.0
Demonstrating leadership skills	2	3.5	0.7
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	2	4.0	0.0
Being open to new ideas and challenges	2	4.0	0.0
Willingness to take on new responsibilities	2	4.0	0.0
Pursuing additional educational opportunities	2	4.0	0.0



College of Business: Management and Organizational Leadership, B.A.S.

2014-15 Alumni Survey Report

Survey of 2013-14 Graduates

- *B.A.S. Degree: Management and Organizational Leadership*
- *Certificate: Project Management*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

One-hundred and twenty-two Alumni Surveys were provided to the 2013-14 graduates of the College of Business: Management and Organizational Leadership, B.A.S. program. Responses were received from 24 B.A.S. graduates.

Twenty percent (24/122) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, four employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 91.3% (21/23) of recent graduate survey respondents, who were employed, were employed full-time.
- 47.8% (11/23) of recent graduate survey respondents had a current position related to their studies.
- 37.5% (9/24) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Continue my education"*; 33.3% (8/24) *"Earn more money"*; 12.5% (3/24) *"Get a promotion"*; 8.3% (2/24) *"Other"*; 4.2% (1/24) *"Change career fields"*; and 4.2% (1/24) *"Obtain employment"*.
- 47.4% (9/19) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 31.6% (6/19) *"Earn more money"*; 21.1% (4/19) *"Get a promotion"*; 21.1% (4/19) *"Meet certification/training needs"*; 15.8% (3/19) *"Obtain employment"*; 15.8% (3/19) *"Other"*; and 5.3% (1/19) *"Change career fields"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 25.0% (6/24) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; 33.3% (8/24) *"Very well"*; 33.3% (8/24) *"Adequately"*; and 4.2% (1/24) *"Poorly"*; while 4.2% (1/24) thought that SPC did not help at all.

- 30.4% (7/23) of recent graduate survey respondents indicated that they earned \$10.00-\$14.99 per hour (\$21,000-\$30,999 annually); 21.7% (5/23) earned \$25.00 or more per hour (\$52,000 or more annually); 21.7% (5/23) earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually); 17.4% (4/23) earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually); and 8.7% (2/23) earned less than \$10.00 an hour (less than \$21,000 annually).
- 26.1% (6/23) of recent graduate survey respondents indicated they are continuing their education.
- 100.0% (24/24) of recent graduate survey respondents would recommend SPC's College of Business: Management and Organizational Leadership, B.A.S. program to another.
- None (0/22) indicated that they had taken an internship or co-op opportunity.
- 36.8% (7/19) said there were additional skills they would like to have acquired in the College of Business: Management and Organizational Leadership, B.A.S. program.
- 45.0% (9/20) indicated that their salary increased after completing the College of Business: Management and Organizational Leadership, B.A.S. program, and 55.0% (11/20) indicated that it remained the same.
- An evaluation of College of Business: Management and Organizational Leadership, B.A.S. graduates' general education outcomes is displayed in Table 1. Graduates indicated high levels of satisfaction with their college preparation in the area of general education outcomes. Seventeen outcomes received mean scores between 4.5 and 4.8, five received mean scores between 4.2 and 4.4, and three received mean scores between 3.7 and 3.9.

Table 1

College Preparation Ratings for Recent College of Business: Management and Organizational Leadership, B.A.S. Program Graduates

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	24	4.2	0.8
Listening	24	4.3	0.7
Reading	24	4.4	0.7
Writing	24	4.5	0.7
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	24	3.8	0.9
Using computational skills appropriately	24	3.9	0.9
Accurately interpreting mathematical data	24	3.7	1.0

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Using the following forms of technology:</i>			
Email	23	4.8	0.4
Word Processing	22	4.8	0.5
Spreadsheets	23	4.3	0.9
Databases	23	4.2	1.0
Internet Research	23	4.7	0.6
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	23	4.5	0.6
Inquiring about and interpreting information	23	4.6	0.6
Organizing and evaluating information	23	4.6	0.6
Analyzing and explaining information to others	23	4.6	0.6
Using information to solve problems	23	4.6	0.7
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	23	4.7	0.4
Working well with individuals from diverse backgrounds	23	4.8	0.4
Using ethical courses of action	23	4.8	0.4
Demonstrating leadership skills	23	4.7	0.5
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	23	4.7	0.5
Being open to new ideas and challenges	22	4.7	0.6
Willingness to take on new responsibilities	23	4.8	0.4
Pursuing additional educational opportunities	23	4.6	0.7



College of Business: Sustainability Management,
B.A.S.

2014-15 Alumni Survey Report

Survey of 2013-14 Graduates

➤ *B.A.S. Degree: Sustainability Management*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Twenty-five Alumni Surveys were provided to the 2013-14 graduates of the College of Business: Sustainability Management, B.A.S. program. Responses were received from 5 B.A.S. graduates.

Twenty percent (5/25) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, two employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100.0% (5/5) of recent graduate survey respondents, who were employed, were employed full-time.
- 40.0% (2/5) of recent graduate survey respondents had a current position related to their studies.
- 40.0% (2/5) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Continue my education"*; 20.0% (1/5) *"Change career fields"*; 20.0% (1/5) *"Get a promotion"*; and 20.0% (1/5) *"Obtain employment"*.
- 60.0% (3/5) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 40.0% (2/5) *"Earn more money"*; 20.0% (1/5) *"Change career fields"*; 20.0% (1/5) *"Get a promotion"*; and 20.0% (1/5) *"Meet certification/training needs"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 60.0% (3/5) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; and 20.0% (1/5) *"Very well"*; while 20.0% (1/5) thought that SPC did not help at all.
- 60.0% (3/5) of recent graduate survey respondents indicated that they earned \$25.00 or more per hour (\$52,000 or more annually); 20.0% (1/5) earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually); and 20.0% (1/5) earned \$10.00-\$14.99 per hour (\$21,000-\$30,999 annually).

- 20.0% (1/5) of recent graduate survey respondents indicated they are continuing their education.
- 100.0% (5/5) of recent graduate survey respondents would recommend SPC's College of Business: Sustainability Management, B.A.S. program to another.
- 20.0% (1/5) indicated that they had taken an internship or co-op opportunity. Of those who indicated they took this opportunity, None (0/1) indicated it helped them obtain a job in their field.
- 40.0% (2/5) said there were additional skills they would like to have acquired in the College of Business: Sustainability Management, B.A.S. program.
- 20.0% (1/5) indicated that their salary increased after completing the College of Business: Sustainability Management, B.A.S. program, 60.0% (3/5) indicated that it remained the same, and 20.0% (1/5) indicated that it decreased.
- An evaluation of College of Business: Sustainability Management, B.A.S. graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Two outcomes received a mean score of 4.6, sixteen received mean scores between 4.0 and 4.4, five received mean scores between 3.6 and 3.8, and two received mean scores between 3.2 and 3.4.

Table 1

College Preparation Ratings for Recent College of Business: Sustainability Management, B.A.S. Program Graduates

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	5	4.4	0.9
Listening	5	3.2	0.4
Reading	5	4.2	0.8
Writing	5	4.6	0.9
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	5	3.6	1.1
Using computational skills appropriately	5	3.4	1.3
Accurately interpreting mathematical data	5	3.6	1.1
<i>Using the following forms of technology:</i>			
Email	5	4.4	0.9
Word Processing	5	4.4	0.9
Spreadsheets	5	3.8	0.8
Databases	5	4.0	1.0
Internet Research	5	4.6	0.9

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	5	4.0	0.7
Inquiring about and interpreting information	5	4.0	0.7
Organizing and evaluating information	5	4.2	0.8
Analyzing and explaining information to others	5	3.8	0.4
Using information to solve problems	5	4.2	0.8
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	5	4.2	0.8
Working well with individuals from diverse backgrounds	5	4.2	0.8
Using ethical courses of action	5	4.4	0.9
Demonstrating leadership skills	5	4.4	0.9
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	5	4.4	0.9
Being open to new ideas and challenges	5	4.0	0.7
Willingness to take on new responsibilities	5	4.0	1.0
Pursuing additional educational opportunities	5	3.8	1.1



Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

One employer survey was sent out to an employer based on the permission provided by recent graduates in the 2013-14 recent graduate survey. Since no Employer Surveys were returned, there is no Employer Survey information available.



Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Employer Surveys are sent out based on the permission provided by recent graduates in the 2013-14 recent graduate survey. Since permission was not received from recent graduates, there is no Employer Survey information available.



College of Business: Management and Organizational Leadership, B.A.S.

2014-15 Employer Survey Report

Employer Survey of 2013-14 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Four employer surveys were sent out to employers based on the permission provided by recent graduates in the 2013-14 recent graduate survey. Seventy-five percent of the employers surveyed responded to the survey (3/4). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100.0% (3/3) of employers responding to the survey indicated they would hire another graduate from SPC.
- 33.3% (1/3) of employers responding to the survey had graduate employees who earned \$25.00 or more per hour (\$52,000 or more annually); 33.3% (1/3) had employees who earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually); and 33.3% (1/3) had employees who earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually).
- An employer evaluation of College of Business: Management and Organizational Leadership, B.A.S. graduates' general education outcomes is displayed in Table 1. Employers indicated high levels of satisfaction with graduates' general education outcomes. Sixteen outcomes received mean scores between 4.5 and 4.7, and nine received mean scores between 4.0 and 4.3.

Table 1

Employer Competency Ratings for Recent College of Business: Management and Organizational Leadership, B.A.S. Graduates

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>			
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N/A*</i>
<i>Communicate clearly and effectively with others through:</i>				
Speaking	3	4.7	0.6	0
Listening	3	4.7	0.6	0
Reading	3	4.7	0.6	0
Writing	3	4.7	0.6	0

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>			
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N/A*</i>
<i>Use mathematical and computational skills:</i>				
Comfortable with mathematical calculations	3	4.7	0.6	0
Uses computational skills appropriately	3	4.7	0.6	0
Accurately interprets mathematical data	3	4.7	0.6	0
<i>Use the following forms of technology:</i>				
E-mail	3	4.7	0.6	0
Word Processing	2	4.5	0.7	1
Spreadsheets	3	4.7	0.6	0
Databases	3	4.3	1.2	0
Internet Research	3	4.0	1.0	0
<i>Think logically and critically to solve problems</i>				
Gathers and assesses relevant information	3	4.7	0.6	0
Inquires and interprets information	3	4.7	0.6	0
Organizes and evaluates information	3	4.7	0.6	0
Analyzes and explains information to others	3	4.7	0.6	0
Uses information to solve problems	3	4.7	0.6	0
<i>Work effectively with others in a variety of settings:</i>				
Participates as team player (e.g., groups projects)	3	4.3	0.6	0
Works well with individuals from diverse backgrounds	3	4.3	0.6	0
Uses ethical courses of action	3	4.3	0.6	0
Demonstrates leadership skills	3	4.0	1.0	0
<i>Appreciate the importance of lifelong learning:</i>				
Shows interest in career development	3	4.7	0.6	0
Open to new ideas and challenges	3	4.3	0.6	0
Willing to take on new responsibilities	3	4.3	0.6	0
Pursues additional educational opportunities	3	4.3	0.6	0

*The survey allowed employers to select N/A if a competency was not applicable for an employee.

St. Petersburg College



College of Business: Sustainability Management,
B.A.S.

2014-15 Employer Survey Report

Employer Survey of 2013-14 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Two employer surveys were sent out to employers based on the permission provided by recent graduates in the 2013-14 recent graduate survey. Since no Employer Surveys were returned, there is no Employer Survey information available.

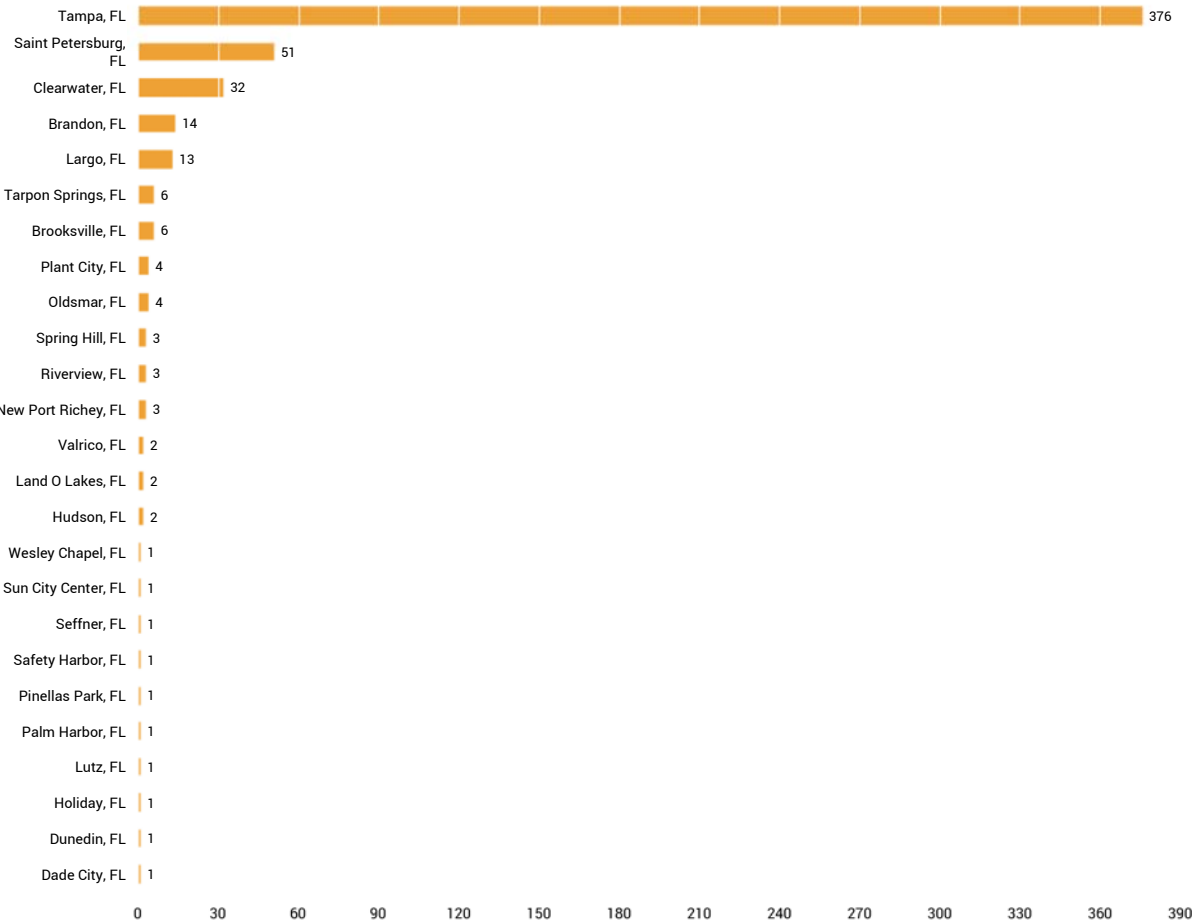
Job Title

Last 60 days AND (MSA : Tampa-St. Petersburg-Clearwater, FL (Metropolitan Statistical Area)) AND
(Title with : Business operations OR Title with : service managers OR Title with : managers OR Title with : training managers OR Title with : general management)

Top Cities

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)
There are 531 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.

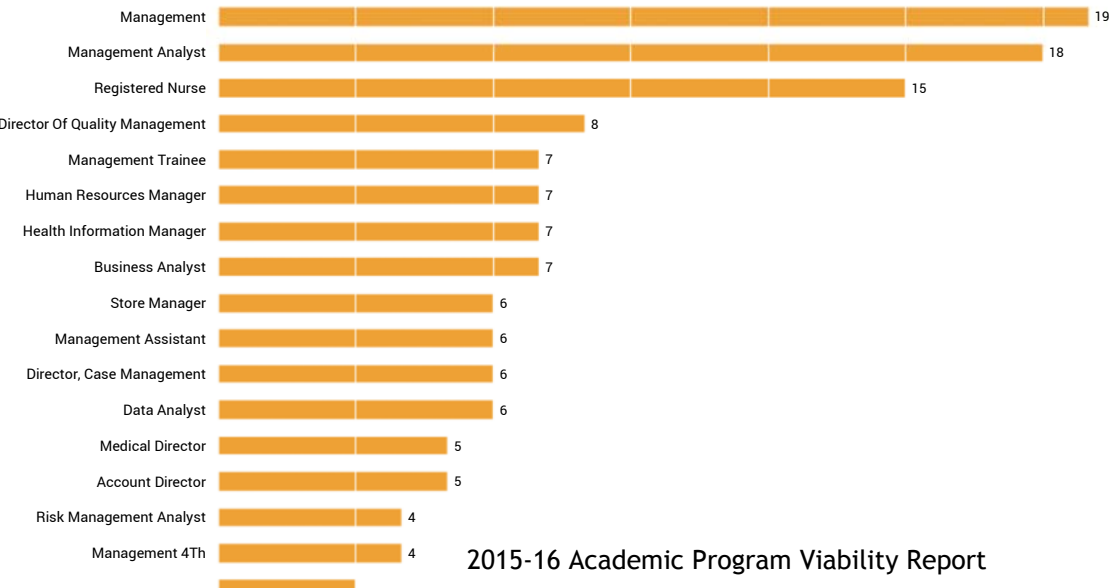
CityNumbers



Top Titles

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)
There are 531 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.

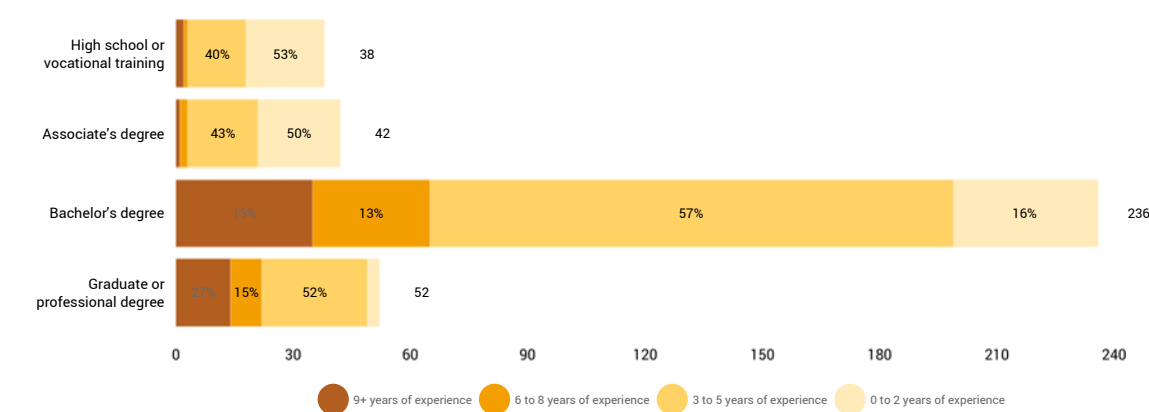
Numbers





Education and Experience

Note: 46% of records have been excluded because they do not include both a degree level and experience requirements. As a result, the chart below may not be representative of the full sample.
Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)
There are 531 postings available with the current filters applied.
There are 242 unspecified or unclassified postings.



Top Skills

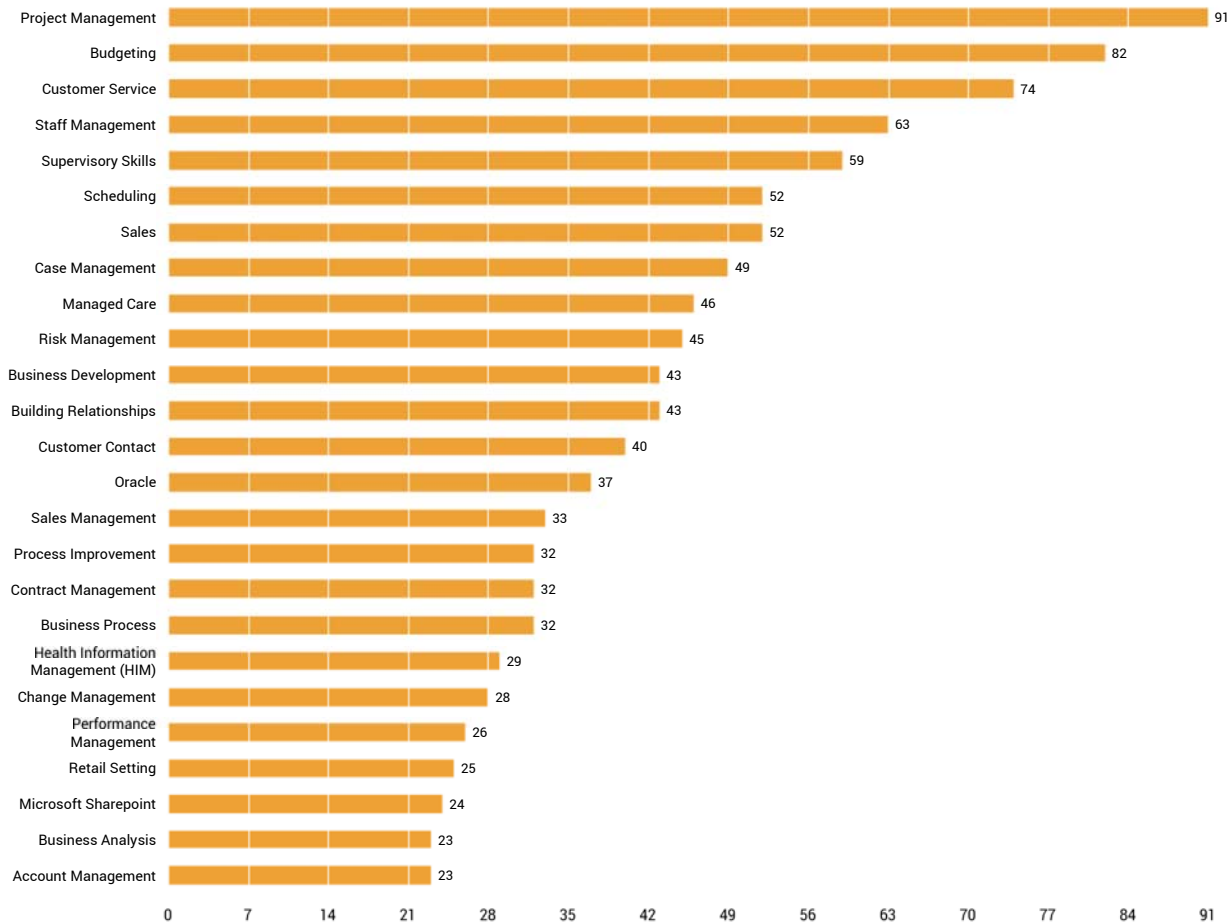
Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)

There are 531 postings available with the current filters applied.

There are 67 unspecified or unclassified postings.

Specialized Skills ▼

Numbers ▼



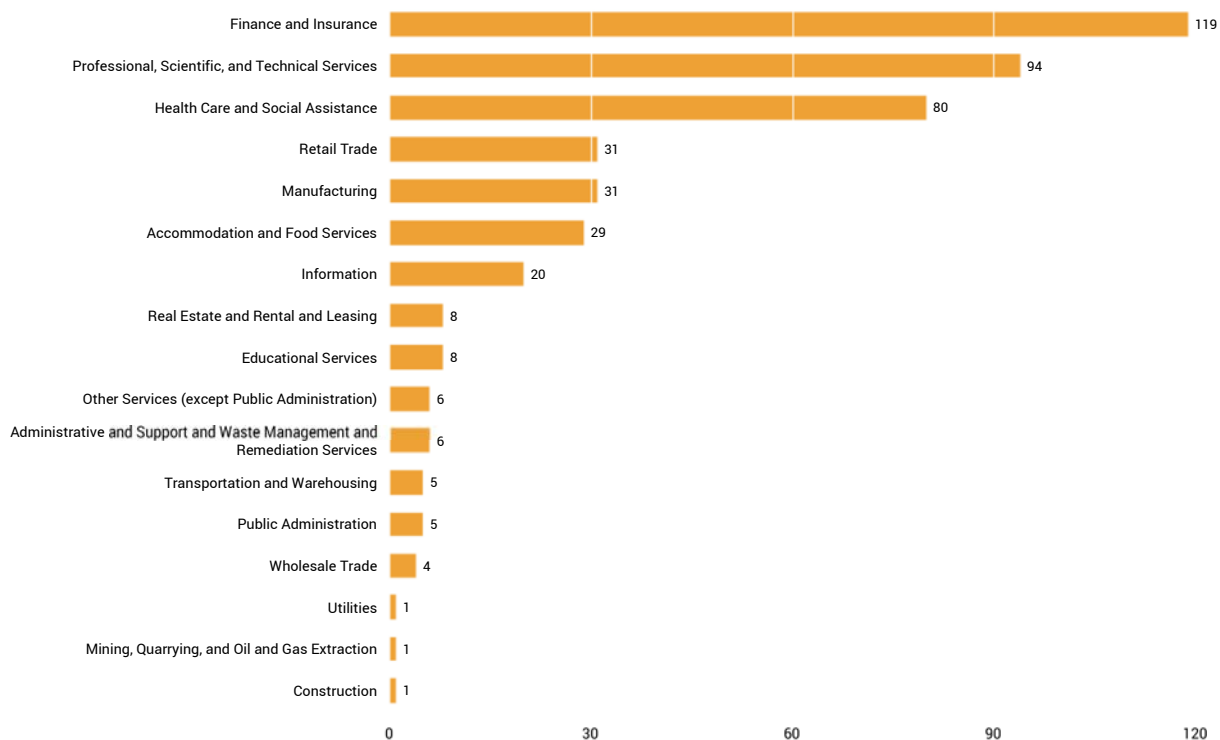
Top Industry Sectors

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)

There are 531 postings available with the current filters applied.

There are 82 unspecified or unclassified postings.

Numbers ▼



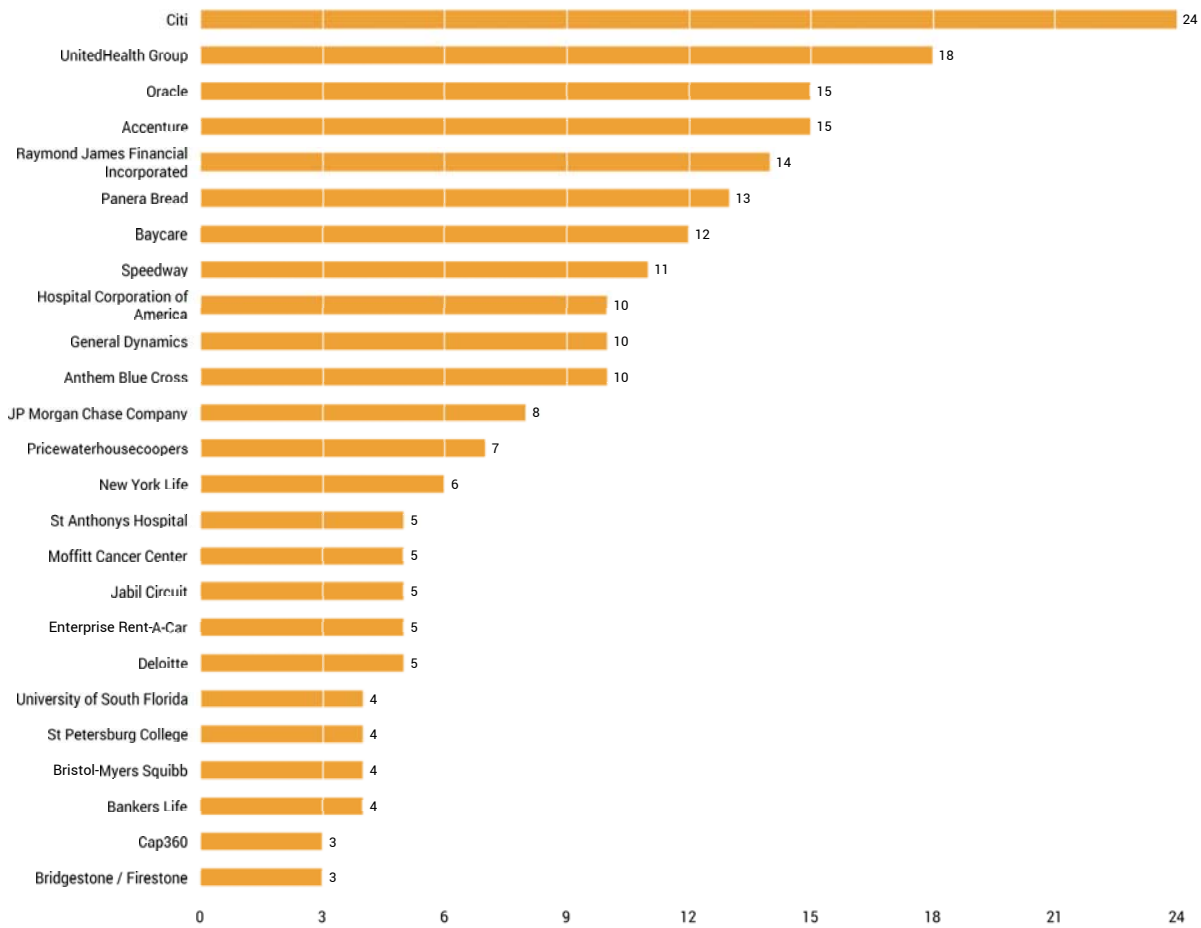
Top Employers

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)

There are 531 postings available with the current filters applied.

There are 104 unspecified or unclassified postings.

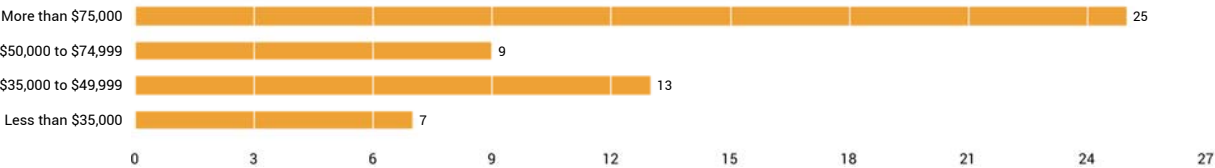
Numbers ▼



Salary Distribution

Note: 90% of records have been excluded because they do not include salary information. As a result, the chart below may not be representative of the full sample.
Mean realTime salary = \$73,850
Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)
There are 531 postings available with the current filters applied.
There are 477 unspecified or unclassified postings.

Numbers ▼



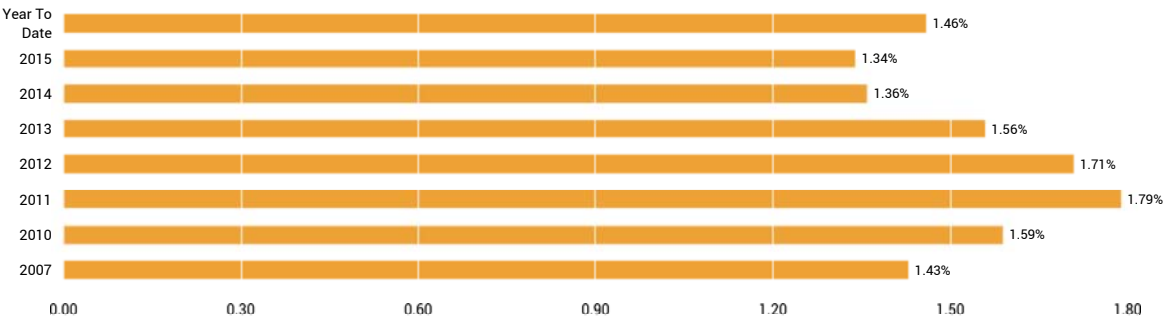
*This report uses data from real-time job postings. Salary figures are prorated to reflect full-time, annual wage status. For additional salary data by occupation from the Bureau of Labor Statistics, please refer to the summary tables options under the occupation category on the "Create reports" tab.

Job Counts By Year

This report shows data for the following time periods: 2007, 2010, 2011, 2012, 2013, 2014and 2015. Any active time period filters have not been applied. Percentages shown are out of the total number of postings for your selected location. Please also note thatthese results reflect point-in-time data and are subject to change asimprovements are made to our aggregation and reporting methodologies. Burning Glass does not recommend use of this data for time series reporting.

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)
There are 531 postings available with the current filters applied.
There are Ounspecified or unclassified postings.

Percentages ▼





Program Action Plan

Program: College of Business, BS/BAS

Date Completed: September 2016

Prepared By: Dean Greg Nenstiel

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Explore the possibility of re-building the I.B. program, emphasizing the Supply Chain discipline along with Study Abroad.	Enrollment	July 2017	Dean, Chairs, Faculty
2	Investigate conversion between enrollment and graduation.	Graduation	July 2017	Dean, Chairs
3	Revitalize the I.B. program. Enrollment has declined.	Enrollment	July 2017	Dean, Chairs, Faculty



College of Business - BS/BAS
2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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II. Special Resources Needed:

None

III. Area(s) of Concern/Improvement:

The Florida political climate when I seek approval to reorganize and title the I.B. program to emphasize Supply Chain, is a concern.


Greg Nenstiel, Dean



References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*.
Retrieved October 2002, from the Division of Community Colleges
Web site: <http://www.firn.edu/doe/rules/6A-14.htm>

Contact Information

Please address any questions or comments regarding this evaluation to:

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Executive Director, Institutional Research and Effectiveness
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crawford.sabrina@spcollege.edu



College of Business - BS/BAS
2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Appendices



College of Business - BS/BAS
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PROGRAM OF STUDY
College of Business
Business Administration Bachelor of Science
BUS-BS

Effective Beginning Catalog Term: Fall 2015 (0505)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Greg Nenstiel, Dean College of Business, EPI
Nenstiel.greg@spcollege.edu
(727) 791-2433

Dr. Patricia Hanrahan, Academic Department Chair, Clearwater
Hanrahan.Patricia@spcollege.edu
(727) 791-2735

Program Summary

Our Bachelor of Science in Business Administration teaches you how to analyze and solve business problems in quickly changing environments. We give you a foundation in economics, accounting, finance, management, marketing, business law, statistics and operations management. As a graduate of this program, you'll have the knowledge and business insight to assume positions of responsibility in a global business community.

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

























Information is not Currently Available

Admission Rules

Admission requires completion of sixty (60) college-level credits in a related discipline, including 15 credits of transferable general education courses, and completion of the state-mandated prerequisites listed below with a grade of "C" or better.

Graduation Rules

If you have not completed two consecutive years of the same foreign language in high school or 8 credits in college, you will need to complete 8 credits of foreign language before completing the B.S. program.

ADMISSIONS COURSES		Credits
60 credits in a related discipline with at least 15 General Education credits		
Total Credits		60
STATE MANDATED PREREQUISITES		Credits
ACG 2021 	Financial Accounting	3
ACG 2071 	Managerial Accounting	3
CGS 1100 * 	Computer Applications	3
ECO 2013 * 	Principles of Macroeconomics	3
ECO 2023 	Principles of Microeconomics	3
MAC 2233 1 	Applied Calculus I	3
STA 2023 * 	Elementary Statistics	3
MAJOR CORE COURSES		Credits
Grade of “C” or better required for all upper-division courses		
BUL 3130 	Law for Professionals	3
FIN 3403 ** 	Financial Management	3
GEB 3213 	Business Communication for Professional Effectiveness	3
ISM 3011 	Management of Information Systems	3
MAN 3303 	Management & Leadership Practices	3
MAN 3504 	Operations Management	3
MAR 3802 	Marketing Management	3
QMB 3200 	Quantitative Methods for Business	3
	REQUIRED FINAL COURSE (3 credits) - Last Semester for All Students	0
MAN 4725 # 	Policy and Strategy	3
or		
MAN 4910 ! 	Senior Capstone Project in Banking	3
Total Credits		27
SUBPLAN CORE COURSES		Credits
Total Credits		33
SUBPLAN CORE COURSES		
SUBPLAN: FINANCIAL SERVICES (FS) (Complete 18 credits)		Credits
FIN 3461 	Financial Analysis	3
FIN 4140 	Personal Financial Planning	3
FIN 4414 	Corporate Finance	3
FIN 4504 	Investments	3
FIN 4323 	Bank Operations & Management	3
or		
ACG 3103 	Intermediate Accounting I	3
MAR 4413 	Sales, Negotiating and Customer Relationship Management	3

SUBPLAN ELECTIVE COURSES		
SUBPLAN: FINANCIAL SERVICES (Select 12 Upper-Division and 3 Lower-Division Credits)		Credits
	Bachelor's level 3XXX or 4XXX Business Electives: ACG, FIN, MAN, MAR, ETI	12
or		
ECP 3703 *	Managerial Economics	0
	Plus any elective(s) of your choice for 1000 or 2000 level courses	3
SUBPLAN CORE COURSES		
SUBPLAN: MARKETING (MAR) (Complete 18 credits)		Credits
MAR 3334	Marketing Promotions	3
MAR 4413	Sales, Negotiating and Customer Relationship Management	3
MAR 4424	International Marketing	3
MAR 4613	Marketing Research	3
MAR 4836	Concept and Product Development	3
MAR 4841	Services Marketing	3
SUBPLAN ELECTIVE COURSES		
SUBPLAN: MARKETING (Select 12 Upper-Division and 3 Lower-Division Credits)		Credits
	Bachelor's Level 3XXX or 4XXX Business Electives: ACG, FIN, MAN, MAR, ETI	12
or		
ECP 3703 *	Managerial Economics	0
	Plus any elective of your choice from 1000 or 2000 level courses	3
SUBPLAN CORE COURSES		
SUBPLAN: MANAGEMENT (MGMT) (Complete 18 credits)		Credits
ETI 3647	Supply Chain Management	3
MAN 3240	Applied Organizational Behavior	3
MAN 3503	Managerial Risk Analysis and Decision Making	3
MAN 3600	International Business	3
MAN 4583	Project Management	3
MAN 4881	Authority Influence and Projects	3
or		
MAN 4741	Innovation, Change and Agile Projects	3
SUBPLAN ELECTIVE COURSES		
SUBPLAN: MANAGEMENT (Select 12 Upper-Division and 3 Lower-Division Credits)		Credits
	Bachelor's Level 3XXX or 4XXX Business Electives: ACG, FIN, MAN, MAR, ETI	12

or

ECP 3703 *	Managerial Economics	0
	Plus any elective of your choice from 1000 or 2000 level courses	3

SUBPLAN CORE COURSES

SUBPLAN: BANKING (BNK) (Complete 18 credits)

Credits

BRC 3203	Banking Regulation and Compliance	3
FIN 3461	Financial Analysis	3
FIN 4323	Bank Operations & Management	3
FIN 4324	Commercial Bank Management	3
FIN 4345	Credit Analysis and Loan Structures	3
MAR 4413	Sales, Negotiating and Customer Relationship Management	3

SUBPLAN ELECTIVE COURSES

SUBPLAN: BANKING (Select 12 Upper-Division and 3 Lower-Division Credits)

Credits

Bachelor's level 3XXX or 4XXX Business Electives: ACG, FIN, MAN, MAR, ETI	12
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or

ECP 3703 *	Managerial Economics	0
	Plus any elective(s) of your choice for 1000 or 2000 level courses	3

Total Credits

120

*Applies towards general education requirements

¹Applies towards general education requirements; Students can also take *MAC 2311 Calculus with Analytic Geometry I. Students selecting this option should contact an advisor.

**Must be taken within first 12 upper division hours of program

#For all students except banking

!For Subplan D: Banking students only

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PID 525

PROGRAM OF STUDY
College of Business
International Business Bachelor of Applied Science
INTBUS-BAS

Effective Beginning Catalog Term: Spring 2016 (0510)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Greg Nenstiel, Dean, EPI
Nenstiel.greg@spcollege.edu
(727) 791-2433

Dr. Patricia Hanrahan, Academic Department Chair, Clearwater
Hanrahan.Patricia@spcollege.edu
727-791-2735

Program Summary

This unique program is intended for students who are interested in leading, supervising and managing multinational businesses and operations. Students will receive training in multi-cultural business implications, thereby increasing their value and competitiveness in the international marketplace. Students who complete this innovative program will be prepared to gain international employment in a variety of industries such as banking, consulting, international trade, and information technology.

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Information is not Currently Available

Program Related Web Sites

http://www.spcollege.edu/central/cob/international_bas.htm

Admission Rules

Admission requires completion of sixty (60) college-level credits in a related discipline, including 15 credits of transferable general education courses, and completion of the state-mandated prerequisites listed below with a grade of "C" or better.

Graduation Rules

NOTE: If you have not completed two consecutive years of the same foreign language in high school or 8 credits in college, you will need to complete 8 credits of foreign language before completing the B.A.S. program. This is in addition to the intermediate foreign language requirement. Please contact the department to see how you can meet this requirement.








ADMISSIONS COURSES

60 credits in a related discipline with at least 15 General Education credits	Credits
Total Credits	60

GRADE OF "C" OR BETTER REQUIRED IN ALL COURSES


STATE MANDATED PREREQUISITES

INTERNATIONAL BUSINESS PREREQUISITES

	Credits
ACG 2021  Financial Accounting	3
ACG 2071  Managerial Accounting	3
CGS 1100 *  Computer Applications	3
ECO 2013 *  Principles of Macroeconomics	3
ECO 2023  Principles of Microeconomics	3
MAC 2233 *  Applied Calculus I	3
STA 2023 *  Elementary Statistics	3

LOWER DIVISION SUPPORT COURSES

BUSINESS SUPPORT COURSES (15 credits)

	Credits
Any lower division courses (1000 or 2000 level) with the MAN prefix	0
Any lower division courses (1000 or 2000 level) with the MAR prefix	0
Any lower division courses (1000 or 2000 level) with the FIN prefix	0
Any lower division courses (1000 or 2000 level) with the GEB prefix	0
INR 2002  International Relations	3
Any lower division courses (1000 or 2000 level) with the BUL prefix	0
Total Credits	15






MAJOR CORE COURSES

FOREIGN LANGUAGE REQUIREMENT

Intermediate level foreign language proficiency as prescribed by the program	Credits 3
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MAJOR CORE COURSES

Major Requirements (Complete 33 credits)

	Credits
BUL 3322  Legal Issues in International Business	3
ETI 3647  Supply Chain Management	3
FIN 3403 **  Financial Management	3
GEB 3213  Business Communication for Professional Effectiveness	3
MAN 3303  Management & Leadership Practices	3

MAN 3504	Operations Management	3
MAN 3600	International Business	3
MAN 4102	Managing Cultural Diversity	3
MAN 4570	International Procurement & Outsourcing	3
MAR 3802	Marketing Management	3
MAR 4424	International Marketing	3
Total Credits		33
MAJOR CORE COURSES		
REQUIRED FINAL COURSE - Last Semester for All Students		Credits
MAN 4934	Senior Capstone Project in International Business	3
Total Credits		3
MAJOR ELECTIVE COURSES		
Select 9 credits:		Credits
ETI 3116	Quality Management	3
FIN 4634	International Finance	3
ISM 3011	Management of Information Systems	3
MAN 3503	Managerial Risk Analysis and Decision Making	3
MAN 3593	Logistics Management	3
MAN 3802	Principles of Entrepreneurship	3
MAN 4061	Corporate Social Responsibility	3
MAN 4583	Project Management	3
MAN 4625	Managing Global Human Resources	3
MAN 4935	Special Topics in Management Concepts	3
MAR 4413	Sales, Negotiating and Customer Relationship Management	3
MAR 4613	Marketing Research	3
QMB 3200	Quantitative Methods for Business	3
Total Credits		9
Total Credits		120
<p>*Applies towards general education requirements.</p> <p>*</p> <p>*</p> <p>*</p> <p>**Must be taken within the first 12 upper division hours of the program</p>		

PID 514

PROGRAM OF STUDY
College of Business
Management and Organizational Leadership Bachelor of
Applied Science
MGTORG-BAS

Effective Beginning Catalog Term: Spring 2016 (0510)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Greg Nenstiel, Dean, EPI
Nenstiel.greg@spcollege.edu
(727) 791-2433

Michael Ewell, MS, Academic Department Coordinator, EPI and St Pete Gibbs
ewell.mike@spcollege.edu
(727) 791-2610

Program Summary

This degree program is designed with the active assistance of business and industrial leaders. This integrated program will give students a broad range of organizational and management skills necessary for a variety of supervisory positions. Students will learn how to become effective leaders and increase their earning potential.

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

- Management
- Supervisory Roles
- Human Resources
- Training and Development
- Industry/manufacturing

Program Related Web Sites

http://www.spcollege.edu/central/cob/management_leadership_bas.htm

Admission Rules

Admission requires completion of an AA Degree or A.S. Degree of sixty (60) credits in a related discipline.

For A.S. degree holders, an additional 15-21 general education credits are required to complete the thirty-six (36) credit hour general education requirement of St. Petersburg College. Visit General Education Requirements for details. Please note that total program hours may vary. Consult the assigned baccalaureate specialist or advisor for additional questions.





Graduation Rules

FOREIGN LANGUAGE:

If you have not completed two consecutive years of the same foreign language in high school or 8 credits in college, you will need to complete 8 credits of foreign language before completing the B.A.S. program.

Students with an A.A. Degree, or unrelated A.S. degree must fulfill an additional 15 credits in business support courses at the lower division 1000 and 2000 level as outlined in the Admissions Checklist and below:

ADMISSIONS COURSES

Lower Division Support Courses (Complete 15 credits)		Credits
ACG 2021 	Financial Accounting	3
BUL 2241 ** 	Business Law I	3
or		
BUL 2131 ** 	Legal Environment of Business	3
CGS 1100 ** 	Computer Applications	3
	Any lower division courses (1000 or 2000 level) with the ECO prefix	0
	Any lower division courses (1000 or 2000 level) with the ENT prefix	0
	Any lower division courses (1000 or 2000 level) with the FIN prefix	0
	Any lower division courses (1000 or 2000 level) with the GEB prefix	0
	Any lower division courses (1000 or 2000 level) with the MAN prefix	0
	Any lower division courses (1000 or 2000 level) with the MAR prefix	0
Total Credits		15




























GENERAL EDUCATION REQUIREMENT

















A.A. Degree (or 60 credits with at least 15 General Education credits)	Credits
Total Credits	60

GRADE OF "C" OR BETTER REQUIRED FOR ALL COURSES

MAJOR CORE COURSES

Major Requirements (Complete 27 credits)	Credits
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BUL 3310 	Advanced Legal Environment of Business	3
FIN 3403 ** 	Financial Management	3
GEB 3213 	Business Communication for Professional Effectiveness	3
MAN 3240 	Applied Organizational Behavior	3
MAN 3303 	Management & Leadership Practices	3
MAN 3503 	Managerial Risk Analysis and Decision Making	3
MAN 4583 	Project Management	3
MAN 4584 	Process Improvement Methodologies	3
MAR 3802 	Marketing Management	3
Total Credits		27
MAJOR CORE COURSES		Credits
REQUIRED FINAL COURSE - Last Semester for All Students		
MAN 4900 	Senior Capstone Project in Management and Organizational Leadership	3
Total Credits		3
SUBPLANS		Credits
Select ONE subplan from below (Complete 15 credits)		
Total Credits		15
SUBPLAN CORE COURSES		
Subplan: Management & Organizational Leadership General (Complete 3 credits)		Credits
MAN 3504 	Operations Management	3
SUBPLAN ELECTIVE COURSES		
Subplan: Management & Organizational Leadership General (Select 12 credits)		Credits
ECP 3703 	Managerial Economics	3
ETI 3647 	Supply Chain Management	3
ISM 3011 	Management of Information Systems	3
MAN 3600 	International Business	3
MAN 3786 	Sustainable Enterprise Planning	3
MAN 3802 	Principles of Entrepreneurship	3
MAN 3860 	Philanthropy and the Management of the Not-For-Profit (NFP)	3
MAN 4102 	Managing Cultural Diversity	3
MAN 4625 	Managing Global Human Resources	3
MAN 4881 	Authority Influence and Projects	3
MAN 4935 	Special Topics in Management Concepts	3
MAN 4940 	Internship	3
MAR 4413 	Sales, Negotiating and Customer Relationship Management	3
MAR 4613 	Marketing Research	3
MAR 4836 	Concept and Product Development	3
PAD 4232 	Grant Administration & Resource Development	3

QMB 3200 	Quantitative Methods for Business	3
SUBPLAN CORE COURSES		Credits
Subplan: Entrepreneurship (Complete 15 credits)		
FIN 3461 	Financial Analysis	3
MAN 3802 	Principles of Entrepreneurship	3
MAN 4801 	Business Plan Strategies	3
MAR 4413 	Sales, Negotiating and Customer Relationship Management	3
MAR 4836 	Concept and Product Development	3
SUBPLAN CORE COURSES		Credits
Subplan: Project Management (Complete 15 credits)		
MAN 3504 	Operations Management	3
MAN 4741 	Innovation, Change and Agile Projects	3
MAN 4881 	Authority Influence and Projects	3
MAN 4883 	Project Management Methodology in Specialization	1 - 3
MAN 4885 	Complex and Advanced Projects	3
SUBPLAN CORE COURSES		Credits
Subplan: Sustainability and Green Management (Complete 15 credits)		
BUL 3583 	Legal Aspects of Sustainability	3
MAN 3784 	Sustainability in the Natural Environment	3
MAN 3786 	Sustainable Enterprise Planning	3
MAN 4781 	Sustainable Business Strategies	3
MAN 4787 	Energy & Environmental Techniques	3
Total Credits		120
<p>**Must be taken within first 12 upper division hours of program</p> <p>**</p> <p>**</p> <p>**</p>		
		PID 501

PROGRAM OF STUDY
College of Business
Sustainability Management Bachelor of Applied Science
SUSMG-T-BAS

Effective Beginning Catalog Term: Fall 2015 (0505)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Greg Nenstiel, Dean, EPI
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Dr. Lynn Grinnell, Epicenter
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(727) 791-5934

Program Summary

Our courses help students understand the broad concepts and systems involved in sustainability initiatives. Students with this knowledge can be valuable contributors to the growing sustainability needs worldwide. Sustainability managers will be needed in many vital sectors including: Manufacturing, Construction, Government, Military Contracting and International Business.

Program Highlights

- Energy and environmental management
- Sustainable business strategies
- Green construction and urban planning
- Legal aspects of sustainability

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

- Manufacturing & Construction
- Military & Government
- Transportation
- Service Industries
- International business
- Private or Not-for-profit Corporations

Program Related Web Sites

Admission Rules

Admission requires completion of sixty (60) college-level credits in a related discipline, including 15 credits of transferable general education courses.

Students must have a cumulative grade point average of at least 2.00 on a 4.00 scale in all post-secondary coursework.

Graduation Rules

G.P.A.:

A grade of "C" or better is required in all courses.

FOREIGN LANGUAGE:

Two years in high school or two semesters of college instruction in a single foreign language.




ADMISSIONS COURSES

60 credits in a related discipline with at least 15 General Education credits	Credits
Total Credits	60

LOWER DIVISION SUPPORT COURSES









Business Support Courses (Complete 15 credits)	Credits
Total Credits	15

LOWER DIVISION SUPPORT COURSES






Business Support Courses (BUL 3583 prerequisite) (Complete 3 credits)	Credits
BUL 2131  Legal Environment of Business	3
BUL 2241  Business Law I	3
EVR 1858  Environmental Regulation and Compliance	3

Select ONE of the following emphases:












LOWER DIVISION SUPPORT COURSES

Environmental Science (Select 12 credits)	Credits
BSC 2250C  Field Biology of Florida with Lab	3
ESC 1000  Earth Science	3
ESC 1000L  Earth Science Lab	1
EVS 1001  Introduction to Environmental Sustainability	3
All courses with EVR prefix	2 - 3
All courses with EVS prefix	3
GIS 2040  Introduction to Geographic Information Systems	3
OCB 1000C  Biology of Marine Life	3
OCE 2001  Introduction to Oceanography	3
OCE 2001L  Oceanography Laboratory	1


LOWER DIVISION SUPPORT COURSES**Green Building: Architecture & Construction (Select 12 credits)****Credits**

ARC 2461 	Materials and Methods of Construction I	3
BCN 1592 	Energy Efficient Building Construction for Florida's Climate	3
BCN 1593 	A Building's Life	2
BCN 1596 	Environmental Technology for Building Construction	2
BCN 1597 	An Introduction to Solar Energy in Residential Construction	3

LOWER DIVISION SUPPORT COURSES**Sustainable Business & Engineering Technology (Select 12 credits)****Credits**












ACG 2021 	Financial Accounting	3
ETI 1622 	Concepts of Lean and Six Sigma	3
ETI 1628 	Developing & Coaching Self-Directed Work Teams	3
ETI 1701 	Industrial Safety	3
ETI 2610 	Principles of Six Sigma	3
ETI 2619 	Six Sigma Project Management	3
ETI 2623 	Tools for Lean Manufacturing	3
ETI 2624 	Six Sigma Black Belt Concepts	3
ETI 2626 	Six Sigma Capstone Project	3
ETI 2670 	Technical Economic Analysis	3
MAR 2011 	Principles of Marketing	3

LOWER DIVISION SUPPORT COURSES**Ecotourism (Select 12 credits)****Credits**

	All courses with HFT prefix (Hospitality)	2 - 3
LEI 1005 	Introduction to Parks and Leisure Services	3
LEI 1401 	Parks and Leisure Service Program Design	3
LEI 1404C 	Applied Parks and Leisure Program Design	3
LEI 1603 	Introduction to Parks and Leisure Grounds and Facilities	3

MAJOR CORE COURSES**Major Requirements (Complete 30 credits)****Credits**

BUL 3583 	Legal Aspects of Sustainability	3
FIN 3403 	Financial Management	3
GEB 3213 	Business Communication for Professional Effectiveness	3
MAN 3240 	Applied Organizational Behavior	3
MAN 3504 	Operations Management	3
MAN 3786 	Sustainable Enterprise Planning	3
MAN 4781 	Sustainable Business Strategies	3

MAN 3784 	Sustainability in the Natural Environment	3
MAN 4787 	Energy & Environmental Techniques	3
MAR 3802 	Marketing Management	3
Total Credits		30
 MAJOR CORE COURSES		
REQUIRED FINAL COURSE - Last Semester for All Students (Complete 3 credits)		Credits
MAN 4902 	Senior Capstone Project in Sustainability Management	3
Total Credits		3
 MAJOR ELECTIVE COURSES		
Select 12 credits		Credits
ETI 3647 	Supply Chain Management	3
MAN 3802 	Principles of Entrepreneurship	3
MAN 4583 	Project Management	3
MAN 4741 	Innovation, Change and Agile Projects	3
PAD 4232 	Grant Administration & Resource Development	3
MAN 4940 	Internship	1 - 3
MAN 3503 	Managerial Risk Analysis and Decision Making	3
Total Credits		12
Total Credits		120
<u>Admission Notes</u>		
Please note that total program hours may vary. Consult an advisor for any additional questions. Other relevant courses may be considered on a case-by-case basis.		
PID 473		



Program Assessment Report

Program: College of Business: Business Administration, BS
Option: Business Administration
Report Year: 2014-15

Drafted by Patricia Hanrahan on Oct 20, 2015

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Exhibit management and supervision skills that enhance the value of human capital in a business environment

I. Use of Past Results

The 2011-12 Assessment Report indicated the following results for PLO 1:

Method 1: Strategic analysis and planning was measured through data obtained throughout the capstone course, both in the Business Simulation Game Learning Assurance scores and in scores on strategy tests 1 & 2. Scores on the Learning Assurance Report have fallen, indicating a potential issue in this area. Scores on the strategy tests were all above the criterion of 70%.

Method 2: Capstone Outcomes Data were gathered through an instrument designed to measure achievement in Innovation, Communication, Management & Leadership, Critical Thinking, Law & Ethics, and Business Program Concepts. Professors rated students on a 7-point scale. For this outcome, Critical Thinking data were examined. A score of 3 "Passing" is the target criterion. This target does not signify the same meaning as passing the class. This target was set by the faculty before rating the students, so the target cannot be changed for this assessment. A rating of 4 signifies a "Good Pass," which is a very good score on this scale. A total of 10% of students failed to meet the passing score of 3.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original list of six PLOs was revised and combined into three new PLOs. The new PLO 1 combined the skills previously included in the original PLO 1 (Innovation/Program Related), PLO 3 (Management/Leadership).

II. Methodology

Means of Assessment: Three methods were utilized to assess Major Learning Outcome 1 in the Business-BS program. The measures chosen to indicate competency in this area provide criterion-based and comparative data.

Method 1: Exams 1 and 2 in MAN3303: Management and Leadership

Method 2: Business Strategy Game (BSG) simulation

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course

Date(s) of Administration: Fall 2013, and Spring 2015

Method 1: Exams 1 and 2 in MAN3303: Management and Leadership: Business students completed a mid-term and final exam.

Assessment Instrument: Exam Mean Scores on these comprehensive tests that cover the first and second halves of the course content, respectively, showing students' learning of management and supervision skills.

Rubric: Percentages (1-100%)

Population: Students in the Management and Leadership course, MAN3303, were assessed during Fall 2013.

Method 2: Business Strategy Game (BSG) Business students enrolled in the capstone course competed in industry groups in The Business Strategy Game (BSG) portion of the capstone course. The assessment data provide a comprehensive metric for overall learning of business knowledge and skills as mapped to the AACSB guidelines. The percentages shown reflect the mean student performance in the business simulation.

The results of the Learning Assurance Report percentile rankings in The Business Strategy Game (BSG) were utilized to assess this major learning outcome in the areas of leadership, management, operations management, and human resource management.

Leadership skills - Assessment of the individual's leadership and independent thinking skills.

Operations management - Assessment of the group's ability to manage production operations and control production costs. Based on the company's production cost competitiveness as measured by production costs per unit (adjusted for product quality and product line breadth), capacity utilization, and management of finished goods inventories.

Human resource management - Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work - force compensation, workforce productivity, and labor costs per unit sold.

Strategic analysis and management - Assessment of the group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-Year Strategic Plan exercise.

Assessment Instrument: Learning Assurance Report percentile rankings in The Business Strategy Game. The assessment data provide a comprehensive metric for overall learning of business knowledge and skills as mapped to the AACSB guidelines, which the highest standard for business programs in management and leadership. The percentages shown reflect the mean student performance in the business simulation.

Rubric: Percentile rankings, 1-100, with a mean rank of 50

Population: Students in the capstone course were assessed during Fall 2013 and Spring 2015.

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course

Business students completed Test 1 and Test 2 in the strategy portion of the capstone course. The assessment data provided a measure of overall learning of business strategy.

Assessment Instrument: Test 1 and 2 in BSG. The strategy exams include a mastery of management and supervision knowledge and application.

Rubric: Percentages (1-100%)

Population: Students in the BUS capstone course, MAN4725, were assessed during Fall 2013 and Spring 2015.

III. Criteria for Success

Method 1: Exams 1 and 2 in MAN3303: Management and Leadership

Students will achieve a minimum score of 70%.

Method 2: Business Strategy Game (BSG) simulation

Students' percentiles will rank at the mean comparison (50%) or higher, as compared to other institutions in Leadership, Human Resource Management, Operations Management, and Strategy.

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course

Students will achieve a minimum score of 70%.

IV. Summary of Assessment Findings

Method 1: MAN 3303: Exams 1 & 2 (Management & Leadership)

Data were only gathered in Fall 2013 as data were not sufficiently discriminating (almost all work was at the 100% rating).

Year/Semester	Measure	Number of students	Criteria for success	Score/Mean	Met Criteria
Fall 2013	MAN3303 Exam 1	365	70%	95.4	YES
Fall 2013	MAN3303 Exam 2	365	70%	85.4	YES

Method 2: Business Strategy Game (BSG) simulation

Year/Semester	Measure	Number of students	Criteria for success	Score/Mean	Met Criteria
Fall 2013	Capstone BSG LEADERSHIP	57	50 mean score	63.1	YES
Fall 2013	Capstone BSG OPS MANGMT	57	50 mean score	47.2	NO
Fall 2013	Capstone BSG HRMGMT	57	50 mean score	66.4	YES
Fall 2013	Capstone BSG HRMGMT	57	50 mean score	43.3	NO
Spring 2015	Capstone BSG LEADERSHIP	50	50 mean score	51.6	YES
Spring 2015	Capstone BSG OPS MANGMT	50	50 mean score	39.4	NO
Spring 2015	Capstone BSG HRMGMT	50	50 mean score	67.8	YES
Spring 2015	Capstone BSG HRMGMT	50	50 mean score	52.7	YES

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course

Year/Semester	Measure	Number of students	Criteria for success	Score/Mean	Met
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		students	success		Criteria
Fall 2013	Capstone Strategy Exam 1	57	70%	87.2	YES
Fall 2013	Capstone Strategy Exam 2	57	70%	81.7	YES
Spring 2015	Capstone Strategy Exam 1	50	70%	75.6	YES
Spring 2015	Capstone Strategy Exam 2	50	70%	82.0	YES

V. Discussion and Analysis of Assessment Findings

Trends in the management areas for BS (**Method 1**), Business students indicate they are improving in the quantitative management areas such as Operations Management. The faculty have worked very hard to help students who sometimes lack sufficient skills in math to perform well, and this dedication appears to be paying off. There is still work to be done in the quantitative areas of management (**Method 2**), however. It is possible that the pathways sequencing at SPC will help students be better prepared.

A significant improvement above the criteria has been seen in the analysis and planning area (**Method 3**), and it is believed that this increase can be attributed to several factors: case studies and strategy have received more emphasis in the capstone; business students are being encouraged to take MAN3503: Risk Analysis and Decision making, which teaches critical thinking and problem solving; students are now required to complete critical analyses in several of their program core courses, including Business Communications and Organizational Behavior.

Generally, business students tend to do better in the more theoretical areas of management, as they may lack the management experience that students in some of our other programs may have.

Human resources is not a required course in the program, although learning occurred in many courses in the program. Progress has been sufficient, although there has been some decline since Fall 2013.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students.
- Patricia Hanrahan / Aug 2016

Budget / Planning Implications:

None

#2: Develop business strategies that maximize value in a business environment.

I. Use of Past Results

The 2011-12 Assessment Report indicated the following results for PLO 2:

Method 1: Strategic analysis and planning was measured through data obtained throughout the capstone course, both in the Business Simulation Game Learning Assurance scores and in scores on strategy tests 1 & 2. Scores on the Learning Assurance Report have fallen, indicating a potential issue in this area. Scores on the strategy tests were all above the criterion of 70%.

Method 2: Capstone Outcomes Data were gathered through an instrument designed to measure achievement in Innovation, Communication, Management & Leadership, Critical Thinking, Law & Ethics, and Business Program Concepts. Professors rated students on a 7-point scale. For this outcome, Critical Thinking data were examined. A

score of 3 "Passing" is the target criterion. This target does not signify the same meaning as passing the class. This target was set by the faculty before rating the students, so the target cannot be changed for this assessment. A rating of 4 signifies a "Good Pass," which is a very good score on this scale. A total of 10% failed to meet this criterion for success.

Method 3: Financial analysis scores in the capstone Business Simulation Game measure financial critical thinking skills. Scores of at least the 50th percentile ranking are considered good, and all scores were above this criterion. Scores on the financial analysis measures have risen significantly since Spring 2011, which indicates a strong upward trend.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original list of six PLOs was revised and combined into three new PLOs. The new PLO 2 combined the skills previously included in the original PLO 2 (Communication), PLO 4 (Critical Thinking/Problem Solving).

II. Methodology

Means of Assessment:

The two methods listed below were utilized to assess Major Learning Outcome 2 in the Business-BS program. The measures chosen to indicate competency in this area provide criterion-based data.

Method 1: The Final Exam Scores in Financial Management (FIN3403) were utilized to assess this major learning outcome.

Method 2: The Final Exam Scores in Marketing Management (MAR3802) were utilized to assess this major learning outcome.

Date(s) of Administration: Fall 2013 (0475) and Spring 2015 (0495).

Method 1: Business students completed Financial Management (FIN3403)

Students' mean scores on the final exam were calculated to determine the degree of financial knowledge they had achieved.

Assessment Instrument: Final exam in FIN3403

Rubric: Mean scores, 1-100.

Population: Business students in the Financial Management course, FIN3403, were assessed during Fall 2013 (0475) and Spring 2015 (0495).

Method 2: Business students completed Marketing Management (MAR3802)

Students' mean scores on the final exam were calculated to determine the degree of marketing knowledge they had achieved.

Rubric: Mean scores, 1-100.

Population: Business students in the Marketing Management course, MAR3802, were assessed during Fall 2013 (0475) and Spring 2015 (0495).

III. Criteria for Success

Method 1: Final exam in Financial Management - FIN3403

Students will achieve a minimum score of 70%.

Method 2: Final exam in Marketing Management - MAR3802

Students will achieve a minimum score of 70%.

IV. Summary of Assessment Findings

Method 1: FIN3403 Final Exam Scores

Year/Semester	Mean	N	Criteria for success	Met Criteria
Fall 2013	65.1	532	70%	Not met

Spring 2015	59.0	400	70%	Not met
Total	62.7	932	70%	Not met

Method 2: MAR3802 Final Exam Scores

Year/Semester	Mean	N	Criteria for success	Met Criteria
Fall 2013	85.7	864	70%	MET
Spring 2015	84.1	1098	70%	MET
Total	84.8	1962	70%	MET

Note that the table above shows business students' performance in program aggregate

V. Discussion and Analysis of Assessment Findings

Final exam scores for FIN3403 did not meet the criteria (**Method 1**). More preparation for finance is needed as well as a continued effort to support student learning. The adoption of pathways sequencing is expected to improve these scores.

Business students are generally meeting this objective (**Method 2**). Results have been consistent from year to year, indicating a stability in the curriculum and instructional process that support learning in this area.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students.
- Patricia Hanrahan / Aug 2016

Budget / Planning Implications:

None

#3: Evaluate business processes to assure operational efficiency and effectiveness in a business environment.

I. Use of Past Results

The 2011-12 Assessment Report indicated the following results for PLO 3:

Method 1: Learning Assurance Report data are reported in categories that correspond with AACSB standards, and thus represent the definitive constructs for measuring business program outcomes. This provides a means of benchmarking COB students' achievement against that of the students of other institutions. Students have consistently performed above the 50th percentile in this Leadership Skills domain, and the college has no concerns about this area.

Method 2: The final measure provides the rating that COB capstone professors gave their students in terms of achievement of program outcomes. This measure may lack item validity, and certainly the instrument scale descriptors indicate a lack of inter-rater reliability. Nonetheless, the instrument provides a faculty rating for each individual student. Results on this measure were considered very satisfactory, with the majority (57%) of the students meriting a "Good Pass" rating.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original list of six PLOs was revised and combined into three new PLOs. The new PLO 3 combined the skills previously included in the original PLO 6 (Program Related).

II. Methodology

Means of Assessment: Methods include two measures: final exam scores in Operations Management (MAN3504) and Business Strategy Game (BSG) simulation scores collected during the capstone course. Both of these measures directly reflect on students' achievement of the learning outcome.

Date(s) of Administration: Fall 2013 (0475) and Spring 2015 (0495).

Method 1: Final exam scores in the Operations Management (MAN3504) course.

Assessment Instrument: MAN3504 final exam

Rubric: Mean scores 1-100.

Population: Students in the Operations Management course, MAN3504, were assessed in Fall 2013 (0475) and Spring 2015 (0495).

Method 2: Capstone Outcomes Data, including all constructs as endorsed by the AACSB were measured through data obtained throughout the capstone course, both in the Business Simulation Game Learning Assurance Report rankings and in scores on strategy tests 1 & 2. Constructs included Operations Management as well as other essential business knowledge areas. Emphasis was placed on the Operations scores to measure achievement of this objective.

Assessment Instrument: Learning Assurance Report percentile rankings in The Business Strategy Game.

Rubric: Percentile rankings, 1-100, with a mean rank of 50.

Population: Students in the BUS capstone course, MAN4725, were assessed in Fall 2013 (0475) and Spring 2015 (0495).

III. Criteria for Success

Method 1: MAN3504 final exam

Students will achieve a minimum score of 70%.

Method 2: Capstone simulation data were gathered in the BSG, especially the construct of Operations Management.

Students will achieve a percentile ranking of at least 50.

IV. Summary of Assessment Findings

Method 1: MAN 3504: Final Exam (Operations Management) final exam scores

Year/Semester	Mean	N	Criteria for success	Met Criterion
Fall 2013	75.5	699	70%	MET
Spring 2015	80.9	952	70%	MET
Total	78.6	1651	70%	MET

Method 2: Capstone BSG Operations Management rankings

Year/Semester	Mean Score	Criteria for	Met
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		success	Criterion
Spring 2012	43.9	50 mean score	NOT MET
Fall 2013	44.0	50 mean score	NOT MET
Spring 2015	46.7	50 mean score	NOT MET
Total	45.2	50 mean score	NOT MET

Note that the table above shows business students' performance in program aggregate

V. Discussion and Analysis of Assessment Findings

Students in Ops Management have shown achievement of the objectives (**Method 1**), surpassing the expected goal.

Business students are not achieving this objective as shown by the comparative rankings on the capstone BSG simulation (**Method 2**). The operations faculty will continue to provide strong learning support through multi-media tutorials online and active learning activities in the classroom. Students often lack confidence in their ability to master quantitative concepts, and it may have been a long time since they completed a mathematics course. Faced with a diverse preparation level and varying student abilities, the faculty are doing a good job of supporting and encouraging achievement in this area. We will continue to evaluate the sequencing of courses and advise students to take courses in the proper order.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students.
- Patricia Hanrahan / Aug 2016

Budget / Planning Implications:

None

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B3. Review/revise prerequisites, co-requisites and/or revise sequence of courses offered			
	The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students. Budget / Planning Implications: None	#1, #2, #3	Patricia Hanrahan Aug 2016

Evaluation of the Impact of Action Plan Items on Program Quality

Past actions have addressed student success in finance and operations management with very good results. An emphasis has been placed on providing extra help in problem solving and application, which has improved outcomes. The faculty will continue to engage in quality enhancement activities to support student engagement and learning in online classes.

Approvals

Program Administrator:

Patricia Hanrahan - Director of Curriculum & Program Management

Approved by Patricia Hanrahan - Director of Curriculum & Program Management on Oct 20, 2015

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator

Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Dec 9, 2015

Dean:

Greg Nenstiel - Dean

Approved by Greg Nenstiel - Dean on Dec 14, 2015

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Dec 14, 2015



Program Assessment Report

Program: College of Business: International Business, BAS
Option: International Business
Report Year: 2014-15

Drafted by Patricia Hanrahan on Oct 20, 2015

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Exhibit management and supervision skills that enhance the value of human capital in an international business environment.

I. Use of Past Results

The 2011-12 Assessment Report indicated the following results for PLO 1:

Method 1: Strategic analysis and planning was measured through data obtained throughout the capstone course, both in the Business Simulation Game Learning Assurance scores and in scores on strategy tests 1 & 2. Scores in the Strategy Analysis and Planning area have been consistently below the 50th percentile, indicating a potential issue in this area. Scores on the strategy tests were above 70% in Fall 2012 and Spring 2011, but scores dipped slightly in Fall 2011 and Spring 2012. Findings indicate an overall weakness in strategic analysis.

Method 2: Capstone Outcomes Data were gathered through an instrument designed to measure achievement in Innovation, Communication, Management & Leadership, Critical Thinking, Law & Ethics, and Business Program Concepts. Professors rated students on a 7-point scale. For this outcome, Critical Thinking data were examined. A score of 3 "Passing" is the target criterion. This target does not signify the same meaning as passing the class. This target was set by the faculty before rating the students, so the target cannot be changed for this assessment. The mean scores were above the 3 level and in many cases above 4. These scores are acceptable.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original list of six PLOs was revised and combined into three new PLOs. The new PLO 1 combined the skills previously included in the original PLO 1 (Innovation/Program Related) and PLO 3 (Management/Leadership).

II. Methodology

Means of Assessment: Three methods were utilized to assess Major Learning Outcome 1 in the International Business-BAS program. The measures chosen to indicate competency in this area provide criterion-based and comparative data.

Method 1: Exams 1 and 2 in MAN3303: Management and Leadership

Method 2: Business Strategy Game (BSG) simulation

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course (MAN4934)

Date(s) of Administration: Fall 2013, and Spring 2015

Method 1: Exams 1 and 2 in MAN3303: Management and Leadership: International Business students completed a mid-term and final exam.

Assessment Instrument: Exam Mean Scores on these comprehensive tests that cover the first and second halves of the course content, respectively, showing students' learning of management and supervision skills.

Rubric: Percentages (1-100%)

Population: Students in the Management and Leadership course, MAN3303, were assessed during Fall 2013.

Method 2: Business Strategy Game (BSG) in the capstone course, MAN4934. Management students enrolled in the capstone course competed in industry groups in The Business Strategy Game (BSG) portion of the capstone course. The assessment data provide a comprehensive metric for overall learning of business knowledge and skills as mapped to the AACSB guidelines. The percentages shown reflect the mean student performance in the business simulation.

The results of the Learning Assurance Report percentile rankings in The Business Strategy Game (BSG) were utilized to assess this major learning outcome in the areas of leadership, management, operations management, and human resources management.

Leadership skills - Assessment of the individual's leadership and independent thinking skills.

Operations management - Assessment of the group's ability to manage production operations and control production costs. Based on the company's production cost competitiveness as measured by production costs per unit (adjusted for product quality and product line breadth), capacity utilization, and management of finished goods inventories.

Human resource management - Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work - force compensation, workforce productivity, and labor costs per unit sold.

Strategic analysis and management - Assessment of the group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-Year Strategic Plan exercise.

Assessment Instrument: Learning Assurance Report percentile rankings in The Business Strategy Game. The assessment data provide a comprehensive metric for overall learning of business knowledge and skills as mapped to the AACSB guidelines, which the highest standard for business programs in management and leadership. The percentages shown reflect the mean student performance in the business simulation.

Rubric: Percentile rankings, 1-100, with a mean rank of 50

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course

International Business students completed Test 1 and Test 2 in the strategy portion of the capstone course (MAN4934). The assessment data provided a measure of overall learning of business strategy.

Assessment Instrument: Test 1 and 2 in BSG. The strategy exams include a mastery of management and supervision knowledge and application.

Rubric: Percentages (1-100%)

Population: Students in the capstone course, MAN4900, were assessed during Fall 2013, and Spring 2015.

III. Criteria for Success

Method 1: Exams 1 and 2 in MAN3303: Management and Leadership

Students will achieve a minimum score of 70%.

Method 2: Business Strategy Game (BSG) simulation

Students' percentiles will rank at the mean comparison (50) or higher, as compared to other institutions.

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course

Students will achieve a minimum score of 70%.

IV. Summary of Assessment Findings

Method 1: MAN 3303: Exams 1 & 2 (Management & Leadership) was only gathered in Fall 2013 as data were not sufficiently discriminating (almost all work was at the 100% rating).

Year/Semester	Measure	N	Criteria for success	Score/Mean	Met Criteria
Fall 2013	MAN3303 Exam 1	15	70	85.3	MET
Fall 2013	MAN3303 Exam 2	15	70	72.5	MET

Method 2: Business Strategy Game (BSG) simulation

Year/Semester	Measure	N	Criteria for success	Score/Mean	Met Criteria
Fall 2013	Capstone BSG LEADERSHIP	29	50	61.2	MET
Fall 2013	Capstone BSG OPS MANGMT	29	50	77.5	MET
Fall 2013	Capstone BSG HRMGMGT	29	50	64.0	MET
Spring 2015	Capstone BSG LEADERSHIP	7	50	57.3	MET
Spring 2015	Capstone BSG OPS MANGMT	7	50	59.9	MET
Spring 2015	Capstone BSG HRMGMGT	7	50	56.0	MET
Spring 2015	Capstone BSG ANALYPLAN	7	50	58.0	MET

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course

Year/Semester	Measure	N	Criteria for success	Score/Mean	Met Criteria
Fall 2013	Capstone Strategy Exam 1	29	70	76.3	MET
Fall 2013	Capstone Strategy Exam 2	29	70	76.3	MET
Spring 2015	Capstone Strategy Exam 1	7	70	64.9	NOT MET
Spring 2015	Capstone Strategy Exam 2	7	70	69.7	NOT MET

V. Discussion and Analysis of Assessment Findings

Trends in the management areas for BAS, International Business students indicate they are performing very well in management areas (**Methods 1 & 2**) including the quantitative management areas such as Operations Management. Spring 2015 strategy test scores (**Method 3**) did not meet the target criteria in 2015, but did in 2013. The faculty have worked very hard to help students who sometimes lack sufficient skills in math to perform well, and this dedication appears to be paying off. IB students complete a Global Human resources course, which may explain their superior performance in HR Management.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, and Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students.
- Patricia Hanrahan / Aug 2016

Budget / Planning Implications:

None

- Review assessment measures that are specific to the international business program to determine differences between BUS and IB students.
- Patricia Hanrahan / Jul 2016

#2: Develop business strategies that maximize value in an international business environment

I. Use of Past Results

The 2011-12 Assessment Report indicated the following results for PLO 2:

Method 1: Strategic analysis and planning was measured through data obtained throughout the capstone course, both in the Business Simulation Game Learning Assurance scores and in scores on strategy tests 1 & 2. Scores in the Strategy Analysis and Planning area have been consistently below the 50th percentile, indicating a potential issue in this area. Scores on the strategy tests were above the criterion of the 70th percentile in Fall 2012 and Spring 2011, but scores dipped slightly in Fall 2011 and Spring 2012. Findings indicate an overall weakness in strategic analysis.

Method 2: Capstone Outcomes Data were gathered through an instrument designed to measure achievement in Innovation, Communication, Management & Leadership, Critical Thinking, Law & Ethics, and Business Program Concepts. Professors rated students on a 7-point scale. For this outcome, Critical Thinking data were examined. A score of 3 "Passing" is the target criterion. This target does not signify the same meaning as passing the class. This target was set by the faculty before rating the students, so the target cannot be changed for this assessment. The mean scores were above the 3 level and in many cases above 4. These scores are acceptable.

Method 3: Financial analysis scores in the capstone Business Simulation Game measure financial critical thinking skills. Scores of at least the 50th percentile ranking are considered good. Scores on the financial analysis measures have risen significantly since Spring 2011, which indicates a strong upward trend. Scores in Fall 2011 and Spring 2012 were above the 50th percentile criterion, with rankings in Spring 2012 coming in at 67.30, which is very good.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original list of six PLOs was revised and combined into three new PLOs. The new PLO 2 combined the skills previously included in the original PLO 2 (Communication) and PLO 4 (Critical Thinking/Problem Solving).

II. Methodology

Means of Assessment:

The two methods listed below were utilized to assess Major Learning Outcome 2 in the International Business-BAS program. The measures chosen to indicate competency in this area provide criterion-based data.

Method 1: The Final Exam Scores in Financial Management (FIN3403) were utilized to assess this major learning outcome.

Method 2: The Final Exam Scores in Marketing Management (MAR3802) were utilized to assess this major learning outcome.

Date(s) of Administration: Fall 2013 (0475) and Spring 2015 (0495).

Method 1: International Business students completed Financial Management (FIN3403)

Students' mean scores on the final exam were calculated to determine the degree of financial knowledge they had achieved.

Assessment Instrument: Final exam in FIN3403

Rubric: Mean scores, 1-100.

Population: International Business students in the Financial Management course, FIN3403, were assessed during Fall 2013 (0475) and Spring 2015 (0495).

Method 2: International Business students completed Marketing Management (MAR3802)

Students' mean scores on the final exam were calculated to determine the degree of marketing knowledge they had achieved.

Rubric: Mean scores, 1-100.

Population: International Business students in the Marketing Management course, MAR3802, were assessed during Fall 2013 (0475) and Spring 2015 (0495).

III. Criteria for Success

Method 1: Final exam in Financial Management - FIN3403

Students will achieve a minimum score of 70%.

Method 2: Final exam in Marketing Management - MAR3802

Students will achieve a minimum score of 70%.

IV. Summary of Assessment Findings

Method 1: FIN3403 Final Exam Scores

Year/Semester	Mean	N	Criteria for success	Met Criteria

Fall 2013	65.4	532	70%	NOT MET
Spring 2015	59.0	400	70%	NOT MET
Total	62.7	932	70%	NOT MET

Method 2: MAR3802 Final Exam Scores

Year/Semester	Mean	N	Criteria for success	Met Criteria
Fall 2013	85.7	864	70%	MET
Spring 2015	84.1	1098	70%	MET
Total	84.8	1962	70%	MET

Note that the tables above show business students' performance in program aggregate

V. Discussion and Analysis of Assessment Findings

Students show weakness in their financial acumen (**Method 1**) as displayed by results in FIN3403. We will continue to support student learning in Financial Management, as this is one of the weaker areas for Management students. The adoption of pathways sequencing is expected to improve these scores.

Business students are generally meeting this objective (**Method 2**), including International Business students. Results have been consistent from year to year, indicating a stability in the curriculum and instructional process that support learning in this area.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, and Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students.
- Patricia Hanrahan / Aug 2016

Budget / Planning Implications:

None

- Review assessment measures that are specific to the international business program to determine differences between BUS and IB students.
- Patricia Hanrahan / Jul 2016

#3: Evaluate business processes to assure operational efficiency and effectiveness in an international business environment.

I. Use of Past Results

The 2011-12 Assessment Report indicated the following results for PLO 3:

Method 1: Learning Assurance Report data are reported in categories that correspond with AACSB standards, and thus represent the definitive constructs for measuring business program outcomes. This provides a means of benchmarking COB students' achievement against that of the students of other institutions. Students have performed above the 50th percentile in this Leadership Skills domain after Fall 2010, and the college has no concerns about this area. As in other areas, improvement would be desirable.

Method 2: The final measure provides the rating that COB capstone professors gave their students in terms of

achievement of program outcomes. This measure may lack item validity, and certainly the instrument scale descriptors indicate a lack of inter-rater reliability. Nonetheless, the instrument provides a faculty rating for each individual student. Results on this measure were considered satisfactory, with mean ratings consistently over 3.0.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original list of six PLOs was revised and combined into three new PLOs. The new PLO 3 combined the skills previously included in the original PLO 6 (Program Related).

II. Methodology

Means of Assessment: Methods include two measures: final exam scores in Operations Management (MAN3504) and Business Strategy Game (BSG) simulation scores collected during the capstone course. Both of these measures directly reflect on students' achievement of the learning outcome.

Date(s) of Administration: Fall 2013 (0475) and Spring 2015 (0495).

Method 1: Final exam scores in the Operations Management (MAN3504) course.

Assessment Instrument: MAN3504 final exam

Rubric: Mean scores

Population: IB Students in the Operations Management course, MAN3504, were assessed in Fall 2013 (0475) and Spring 2015 (0495).

Method 2: Capstone Outcomes Data including constructs as endorsed by the AACSB were measured through data obtained throughout the capstone course, both in the Business Simulation Game Learning Assurance Report rankings and in scores on strategy tests 1 & 2. Constructs included Operations Management as well as other essential business knowledge areas. Emphasis was placed on the Operations scores to measure achievement of this objective.

Assessment Instrument: Learning Assurance Report percentile rankings in The Business Strategy Game.

Rubric: Percentile rankings, 1-100, with a mean rank of 50.

Population: Students in the IB capstone course, MAN4934, were assessed in Fall 2013 (0475) and Spring 2015 (0495).

III. Criteria for Success

Method 1: MAN3504 final exam

Students will achieve a minimum score of 70%.

Method 2: Capstone simulation data were gathered in the BSG, especially the construct of Operations Management.

Students will achieve a percentile ranking of at least 50.

IV. Summary of Assessment Findings

Method 1: MAN 3504: Final Exam (Operations Management) final exam scores

Year/Semester	Mean	N	Criteria for success	Met Criterion
Fall 2013	75.5	699	70%	MET
Spring 2015	80.9	952	70%	MET
Total	78.6	1651	70%	MET

Method 2: Capstone BSG Operations Management rankings

Year/Semester	Mean Score	Criteria for success	Met Criterion
Spring 2012	43.9	50 mean score	NOT MET
Fall 2013	44.0	50 mean score	NOT MET
Spring 2015	46.7	50 mean score	NOT MET
Total	45.2		

Note that the tables above show business students' performance in program aggregate

V. Discussion and Analysis of Assessment Findings

IB students in Ops Management are generally meeting this objective (**Method 1**). Results have been consistent from year to year, indicating a stability in the curriculum and instructional process that support learning in this area.

Students did not meet target criteria for Capstone BSG Operations (**Method 2**). International Business students may need more attention to course sequencing to improve achievement of this objective. The IB program curriculum has a heavy emphasis on operations, and the faculty will continue with this focus for the future, particularly emphasizing the international supply chain. Close monitoring of future results will show whether sequencing instituted in Fall 2015 will make a difference in scores.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, and Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students.
- Patricia Hanrahan / Aug 2016

Budget / Planning Implications:

None

- Review assessment measures that are specific to the international business program to determine differences between BUS and IB students.
- Patricia Hanrahan / Jul 2016

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B3. Review/revise prerequisites, co-requisites and/or revise sequence of courses offered			
	The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, and Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students. Budget / Planning Implications: None	#1, #2, #3	Patricia Hanrahan Aug 2016
D. Improve Assessment Methodology			
D3. Review, revise Assessment Specifications Plan			
	Review assessment measures that are specific to the international business program to determine differences between BUS and IB students.	#1, #2, #3	Patricia Hanrahan Jul 2016

Evaluation of the Impact of Action Plan Items on Program Quality

Educational outcomes measures for the effectiveness of the BAS, International Business program include comparative data that are analyzed over both time and with respect to benchmarks. Overall, BAS International Business students compared favorably in the fall of 2013 and Spring of 2015 against other students who competed in the BSG and took the national exams.

International Business students are performing adequately on the final exams that were evaluated. These exams are sourced from national publishers and well-known textbook authors who are experts in their disciplines.

Overall, the BAS, International Business program is meeting its program goals, as students are evidencing satisfactory learning in key areas. Improvement in achievement has been evidenced in Financial Management, Marketing Management, and Strategic Management & Analysis. It is thought that Operations Management outcomes will improve with the release of the course sequencing in Fall 2015.

Approvals

Program Administrator:

Patricia Hanrahan - Director of Curriculum & Program Management

Approved by Patricia Hanrahan - Director of Curriculum & Program Management on Oct 20, 2015

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator

Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Dec 9, 2015

Dean:

Greg Nenstiel - Dean

Approved by Greg Nenstiel - Dean on Dec 14, 2015

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Dec 14, 2015



Program Assessment Report

Program: College of Business: Management & Org Leadership, BAS
Option: Mgmt & Org Leadership
Report Year: 2014-15

Drafted by Patricia Hanrahan on Oct 20, 2015

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

- #1:** Exhibit management and supervision skills that enhance the value of human capital in a business environment.

I. Use of Past Results

The 2011-12 Assessment Report indicated the following results for PLO 1:

Capstone Outcomes Data were gathered through an instrument designed to measure achievement in Innovation, Communication, Management & Leadership, Critical Thinking, Law & Ethics, and Business Program Concepts. Professors rated students on a 7-point scale. For this outcome, Critical Thinking data were examined. A score of 3 "Passing" is the target criterion. This target does not signify the same meaning as passing the class. This target was set by the faculty before rating the students, so the target cannot be changed for this assessment. The mean scores were above the 3 level and are considered acceptable.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original list of six PLOs was revised and combined into three new PLOs. The new PLO 1 combined the skills previously included in the original PLO 2 (Communication) and PLO 3 (Management/Leadership).

II. Methodology

Means of Assessment: Three methods were utilized to assess Major Learning Outcome 1 in the Management and Organizational Leadership (MGTORG) BAS program. The measures chosen to indicate competency in this area provide criterion-based and comparative data.

Method 1: Exams 1 and 2 in MAN3303: Management and Leadership

Method 2: Business Strategy Game (BSG) simulation

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course

Date(s) of Administration: Fall 2013, and Spring 2015

Method 1: Exams 1 and 2 in MAN3303: Management and Leadership: Business students completed a mid-term

and final exam.
Assessment Instrument: Exam Mean Scores

Rubric: Percentages (1-100%)

Population: Students in the Management and Leadership course, MAN3303, were assessed during Fall 2013, and Spring 2015.

Method 2: Business Strategy Game (BSG) in the capstone course, MAN3900. Management students enrolled in the capstone course competed in industry groups in The Business Strategy Game (BSG) portion of the capstone course. The assessment data provide a comprehensive metric for overall learning of business knowledge and skills as mapped to the AACSB guidelines. The percentages shown reflect the mean student performance in the business simulation.

The results of the Learning Assurance Report percentile rankings in The Business Strategy Game (BSG) were utilized to assess this major learning outcome in the areas of leadership, management, operations management, and human resource management.

Leadership skills - Assessment of the individual's leadership and independent thinking skills.

Operations management - Assessment of the group's ability to manage production operations and control production costs. Based on the company's production cost competitiveness as measured by production costs per unit (adjusted for product quality and product line breadth), capacity utilization, and management of finished goods inventories.

Human resource management - Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work - force compensation, workforce productivity, and labor costs per unit sold.

Strategic analysis and management - Assessment of the group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-Year Strategic Plan exercise.

Assessment Instrument: Learning Assurance Report percentile rankings in The Business Strategy Game. The assessment data provide a comprehensive metric for overall learning of business knowledge and skills as mapped to the AACSB guidelines, which the highest standard for business programs in management and leadership. The percentages shown reflect the mean student performance in the business simulation.

Rubric: Percentile rankings, 1-100, with a mean rank of 50

Population: Students in the capstone course, MAN3900, were assessed during Fall 2013, and Spring 2015.

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course

Management students completed Test 1 and Test 2 in the strategy portion of the capstone course (MAN4900). The assessment data provided a measure of overall learning of business strategy.

Assessment Instrument: Test 1 and 2 in BSG. The strategy exams include a mastery of management and supervision knowledge and application.

Rubric: Percentages (1-100%)

Population: Students in the capstone course, MAN4900, were assessed during Fall 2013, and Spring 2015.

III. Criteria for Success

Method 1: Exams 1 and 2 in MAN3303: Management and Leadership

Students will achieve a minimum score of 70%.

Method 2: Business Strategy Game (BSG) simulation

Students' percentiles will rank at the mean comparison (50) or higher, as compared to other institutions.

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course

Students will achieve a minimum score of 70%.

IV. Summary of Assessment Findings

Method 1: MAN 3303: Exams 1 & 2 (Management & Leadership)

Year/Semester	Measure	Number of students	Criteria for success	Score/Mean	Met Criteria
Fall 2013	MAN3303 Exam 1	360	70%	94.2	MET
Fall 2013	MAN3303 Exam 2	360	70%	86.8	MET

Method 2: Business Strategy Game (BSG) simulation

Year/Semester	Measure	Number of students	Criteria for success	Score/Mean	Met Criteria
Fall 2013	Capstone BSG LEADERSHIP	53	50 mean rank	67.5	MET
Fall 2013	Capstone BSG OPS MANGMT	53	50 mean rank	42.0	NOT MET
Fall 2013	Capstone BSG HRMGMT	53	50 mean rank	47.7	NOT MET
Spring 2015	Capstone BSG LEADERSHIP	53	50 mean rank	56.5	MET
Spring 2015	Capstone BSG OPS MANGMT	53	50 mean rank	51.9	MET
Spring 2015	Capstone BSG HRMGMT	53	50 mean rank	62.9	MET

Method 3: Test 1 and Test 2 in the strategy portion of the capstone course

Year/Semester	Measure	Number of students	Criteria for success	Score/Mean	Met Criteria
Fall 2013	Capstone Strategy Exam 1	53	70%	87.1	MET
Fall 2013	Capstone Strategy Exam 2	53	70%	77.6	MET
Spring 2015	Capstone Strategy Exam 1	53	70%	66.6	NOT MET
Spring 2015	Capstone Strategy Exam 2	53	70%	71.2	MET

V. Discussion and Analysis of Assessment Findings

Trends in the management areas for BAS, Management and Organizational Leadership students indicate that they have improved in the quantitative management areas such as Operations Management (**Method 1**). The faculty have worked very hard to help students who sometimes lack sufficient skills in math to perform well, and this dedication appears to be paying off. There is still work to be done in the quant areas of management (**Method 2 & Method 3**), however. It is possible that the pathways sequencing at SPC will help students be better prepared.

Human resources is not a required course in the program, although learning in this area occurs in many courses in the program. Progress has been quite encouraging.

A significant improvement has been seen in the analysis and planning area, and it is believed that this increase can be attributed to several factors: case studies and strategy have received more emphasis in the capstone; MAN3503: Risk Analysis and Decision Making, which teaches critical thinking and problem solving has been emphasizing creative problem solving and risk analysis; students are now required to complete critical analyses in several of their program core courses, including Business Communications and Organizational Behavior.

Performance needs to improve in Operations Management and in Strategic Management (**Method 2 & Method 3**), the criteria was not met during several semesters though overall most scores met the expected outcomes.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, and Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students.
- Patricia Hanrahan / Aug 2016

Budget / Planning Implications:

None

- Implement method of data collection and analysis so that the instrument assesses the specific PLOs individually for each BS/BAS program.
- Patricia Hanrahan / Jul 2016

#2: Develop innovative solutions to achieve organizational goals in a business environment.

I. Use of Past Results

The 2011-12 Assessment Report indicated the following results for PLO 2:

The final measure provides the rating that COB capstone professors gave their students in terms of achievement of program outcomes. The instrument provides a faculty rating for each individual student. Results on this measure were considered satisfactory. This measure may be discontinued in the future.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original list of six PLOs was revised and combined into three new PLOs. The new PLO 2 combined the skills previously included in the original PLO 2 (Innovation/Program Related) and PLO 4 (Critical Thinking/Problem Solving).

II. Methodology

Means of Assessment:

The methods listed below were utilized to assess Major Learning Outcome 2 in the Management-BAS program. The measures chosen to indicate competency in this area provide criterion-based data.

Method 1: The Final Exam Scores in Financial Management (FIN3403) were utilized to assess this major learning outcome.

Method 2: The Final Exam Scores in Marketing Management (MAR3802) were utilized to assess this major learning outcome.

Method 3: The TRIZ assignment in Risk Analysis and Decision Making (MAN3503) challenges students to use the

TRIZ matrix to generate creative alternatives for solving complex problems. Scores on this paper were utilized to assess this major learning outcome.

Date(s) of Administration: Fall 2013 (0475) and Spring 2015 (0495).

Method 1: Management students completed Financial Management (FIN3403)

Students' mean scores on the final exam were calculated to determine the degree of financial knowledge they had achieved. The exam measured how well they had mastered financial principles, which are necessary for organizational innovation.

Rubric: Mean scores, 1-100.

Population: Management students in the Financial Management course, FIN3403, were assessed during Fall 2013 (0475) and Spring 2015 (0495).

Method 2: Management students completed Marketing Management (MAR3802)

Students' mean scores on the final exam were calculated to determine the degree of marketing knowledge they had achieved, as marketing knowledge serves as an indicator of students' ability to gain market share, which requires innovative thinking.

Rubric: Mean scores, 1-100.

Population: Management students in the Marketing Management course, MAR3802, were assessed during Fall 2013 (0475) and Spring 2015 (0495).

Method 3: Management students completed Risk Analysis and Decision Making (MAN3503)

Students' mean scores on the TRIZ assignment were calculated to determine the degree of creative alternatives generation skills (developing innovative solutions) they had achieved.

Rubric: Mean scores, 1-100.

Population: Management students in the Marketing Management course, MAR3802, were assessed during Fall 2013 (0475) and Spring 2015 (0495).

III. Criteria for Success

Method 1: The Final Exam Scores in Financial Management (FIN3403) were utilized to assess this major learning outcome.

Students will achieve a minimum score of 70%.

Method 2: The Final Exam Scores in Marketing Management (MAR3802) were utilized to assess this major learning outcome.

Students will achieve a minimum score of 70%.

Method 3: The TRIZ assignment in Risk Analysis and Decision Making (MAN3503) challenges students to use the TRIZ matrix to generate creative alternatives for solving complex problems. Scores on this paper were utilized to assess this major learning outcome.

Students will achieve a minimum score of 70%.

IV. Summary of Assessment Findings

Note: These scores include all students enrolled in the listed courses

Method 1: FIN3403 Final Exam Score

Year/Semester	Mean	N	Criteria for success	Met Criteria
Fall 2013	65.4	532	70	NOT MET
Spring 2015	59.0	400	70	NOT MET
Total	62.7	932	70	NOT MET

Method 2: MAR3802 Final Exam

Year/Semester	Mean	N	Criteria for success	Met Criteria
Fall 2013	85.7	864	70	MET
Spring 2015	84.1	1098	70	MET
Total	84.8	1962	70	MET

Method 3: MAN353 TRIZ Analysis Paper

Year/Semester	Mean	N	Criteria for success	Met Criteria
Fall 2013	87.6	438	70	MET
Spring 2015	90.1	507	70	MET
Total	89.0	945	70	MET

V. Discussion and Analysis of Assessment Findings

Management students show a high level of ability to engage in innovation in marketing and creative problem solving (**Method 2 & Method 3**) but show weakness in their financial acumen (**Method 1**). We will continue to support student learning in Financial Management, as this is one of the weaker areas for Management students. The adoption of pathways sequencing is expected to improve these scores

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, and Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students.
- Patricia Hanrahan / Aug 2016

Budget / Planning Implications:

None

- Implement method of data collection and analysis so that the instrument assesses the specific PLOs individually for each BS/BAS program.
- Patricia Hanrahan / Jul 2016

#3: Develop business processes to assure efficiency and enhance the value of management systems in an organization.

I. Use of Past Results

The 2011-12 Assessment Report indicated the following results for PLO 2:

Educational outcomes measures for the effectiveness of the BAS, Sustainability Management program include criterion-based data that are analyzed over time. The capstone assessment tool measures instructors' perceptions of student achievement of the program goals in Innovation, Communication, Management & Leadership, Critical Thinking, and Core Business Concepts. Overall, the BAS, Sustainability Management program is meeting its program goals, as students are evidencing satisfactory learning in key areas.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original list of six PLOs was revised and combined into three new PLOs. The new PLO 3 combined the skills previously included in the original

II. Methodology

Means of Assessment: Methods include two measures: final exam scores in Operations Management (MAN3504) and Business Strategy Game (BSG) simulation scores collected during the capstone course. Both of these measures directly reflect on students' achievement of the learning outcome.

Date(s) of Administration: Fall 2013 (0475) and Spring 2015 (0495).

Method 1: Final exam scores in the Operations Management (MAN3504) course.

Assessment Instrument: MAN3504 final exam

Rubric: Mean scores

Population: Students in the Operations Management course, MAN3504, were assessed in Fall 2013 (0475) and Spring 2015 (0495).

Method 2: Capstone Outcomes Data including all constructs as endorsed by the AACSB were measured through data obtained throughout the capstone course, both in the Business Simulation Game Learning Assurance Report rankings and in scores on strategy tests 1 & 2. Constructs included Operations Management as well as other essential business knowledge areas. Emphasis was placed on the Operations scores to measure achievement of this objective

Assessment Instrument: Learning Assurance Report percentile rankings in The Business Strategy Game. The assessment data provide a comprehensive metric for overall learning of business knowledge and skills as mapped to the AACSB guidelines, which the highest standard for business programs in management and leadership. The percentages shown reflect the mean student performance in the business simulation.

Rubric: Percentile rankings, 1-100, with a mean rank of 50.

Population: Students in the MGTORG capstone course, MAN4900, were assessed in Fall 2013 (0475) and Spring 2015 (0495)

III. Criteria for Success

Method 1: MAN3504 final exam

Students will achieve a minimum score of 70%.

Method 2: Capstone simulation data were gathered in the BSG, especially the construct of Operations Management.

Students will achieve a ranking of at least 50 (out of 100).

IV. Summary of Assessment Findings

Method 1: MAN 3504: Final Exam (Operations Management) final exam scores

Year/Semester	Mean	N	Criteria for success	Met Criteria
Fall 2013	75.5	699	70%	MET
Spring 2015	80.9	952	70%	MET
Total	78.6	1651	70%	MET

Method 2: Capstone BSG Operations Management rankings

Year/Semester	Mean	N	Criteria for success	Met Criteria
Fall 2012	43.9	48	50%	NOT MET

Fall 2013	44.0	92	50%	NOT MET
Spring 2015	46.7	110	50%	NOT MET
Total	45.2	250	50%	NOT MET

Note that the tables above show management students' performance in program aggregate

V. Discussion and Analysis of Assessment Findings

Ops Management have shown achievement of the objectives (**Method 1**), surpassing the expected goal.

Management students are not achieving this objective as shown by the comparative rankings on the capstone BSG simulation (**Method 2**). The operations faculty will continue to provide strong learning support through multi-media tutorials online and active learning activities in the classroom. Students often lack confidence in their ability to master quantitative concepts, and it may have been a long time since they completed a mathematics course. Faced with a diverse preparation level and varying student abilities, the faculty are doing a good job of supporting and encouraging achievement in this area. We will continue to evaluate the sequencing of courses and advise students to take courses in the proper order.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, and Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students.
- Patricia Hanrahan / Aug 2016

Budget / Planning Implications:

None

- Multi-media tutorials online and active learning activities will be implemented in the classroom to improve student success. We need to look at the sequencing of courses, as mentioned in the Action Plan for PLO #1. We will monitor results and will consider what other actions might be appropriate if the scores do not rise.
- Patricia Hanrahan / Aug 2016

Budget / Planning Implications:

None

- Implement method of data collection and analysis so that the instrument assesses the specific PLOs individually for each BS/BAS program.
- Patricia Hanrahan / Jul 2016

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B3. Review/revise prerequisites, co-requisites and/or revise sequence of courses offered			
	<p>The program will implement pathways in fall 2015 in order to improve student success. The faculty have sequenced the courses to ensure that students have the skills that are required for each subsequent course. The areas of specific focus are: PLO 1- Operations Management, Human Resources Management, and Strategy/Analysis and Planning. PLO 2-Strategy, finance, and marketing. PLO 3-Operations, and strategy. Program will review assessment results in spring 2016 to determine success of sequencing for students.</p> <p>Budget / Planning Implications: None</p>	#1, #2, #3	Patricia Hanrahan Aug 2016
	<p>Multi-media tutorials online and active learning activities will be implemented in the classroom to improve student success. We need to look at the sequencing of courses, as mentioned in the Action Plan for PLO #1. We will monitor results and will consider what other actions might be appropriate if the scores do not rise.</p> <p>Budget / Planning Implications: None</p>	#3	Patricia Hanrahan Aug 2016
D. Improve Assessment Methodology			
D4. Improve method of data collection & analysis			
	Implement method of data collection and analysis so that the instrument assesses the specific PLOs individually for each BS/BAS program.	#1, #2, #3	Patricia Hanrahan Jul 2016

Evaluation of the Impact of Action Plan Items on Program Quality

Past actions have addressed student success in finance and operations management with very good results. An emphasis has been placed on providing extra help in problem solving and application, which has improved outcomes. The faculty will continue to engage in quality enhancement activities to support student engagement and learning in online classes.

Approvals

Program Administrator:

Patricia Hanrahan - Director of Curriculum & Program Management

Approved by Patricia Hanrahan - Director of Curriculum & Program Management on Oct 20, 2015

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator

Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Dec 9, 2015

Dean:

Greg Nenstiel - Dean

Approved by Greg Nenstiel - Dean on Dec 14, 2015

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Dec 14, 2015



Program Assessment Report

Program: College of Business: Sustainability Management, BAS
Option: Sustainability Mgmt
Report Year: 2014-15

Drafted by Lynn Grinnell on Jan 10, 2016

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Develop innovative business strategies that improve the triple bottom line.

I. Use of Past Results

The 2011-12 Assessment report results were reviewed and utilized for program improvement efforts, as described below.

The measure provided the rating that COB capstone professors gave their students in terms of achievement of program outcomes. The instrument provided a faculty rating for each individual student. Results on this measure were considered satisfactory.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original list of six PLOs was revised and combined into three new PLOs. The new PLO 1 combined the skills previously included in the original PLO 1 (Innovation/Program Related) and PLO 3 (Management/Leadership).

II. Methodology

Means of Assessment: The results of the Capstone Outcomes Data assessment were utilized to assess Program Learning Outcome 1 in the Sustainability Management BAS program. The measures chosen to indicate competency in this area provide criterion-based data.

Date(s) of Administration: Spring semester for the years 2012-2013, 2013-2014, and 2014-2015

Method: SUS students completed the capstone course. The capstone outcomes data were gathered through a rubric used to evaluate Capstone projects. For this outcome, Sustainability theory, audit tools knowledge, and Best Practices research ability scores were examined.

Assessment Instrument: Capstone Assessment Rubric

Rubric: 5-point scale, with 1=novice and 5=advanced.

Performance	Novice (1)	Developing (2)	Competent (3)	Proficient (4)	Advanced (5)
	2015-16	Academic Program Viability Report			162

Measure					
Develop innovative business strategies that improve the triple bottom line	Little or no proficiency demonstrated: Benchmark not met overall or on any components of assessment activity.	Proficiency demonstrated in some areas of the assessment activity but overall benchmark not met.	Proficiency demonstrated and benchmark met for assessment activity but not on a continuous basis.	Proficiency demonstrated and benchmark met for assessment activity for each data collection period, as well as overall, on a continuous basis.	Proficiency demonstrated and benchmark exceeded for assessment activity for each data collection period, as well as overall, on a continuous basis.

Population: Students in the SUS capstone course (MAN 4902) were assessed during spring semesters for 2012-2013, 2013-2014, and 2014-2015.

III. Criteria for Success

Capstone Outcomes Data Criterion - Students will achieve a minimum score of 3 "Pass" (equivalent of a "C"). These criteria were set by the faculty and should not be modified for past data collection cycles.

IV. Summary of Assessment Findings

PLO 1	# Students	Sustainability	Audits	Best Practices	Average
2012-2013	11	4.30	3.57	3.06	3.64
2013-2014	19	3.82	3.83	3.04	3.56
2014-2015	11	3.15	3.69	3.73	3.52
Overall	41	3.75	3.70	3.28	3.58

V. Discussion and Analysis of Assessment Findings

Findings: Proficiency demonstrated and benchmark met for each assessment activity (Sustainability, Audits, and Best Practices) for all three years of data collection. Scores remained above the target criteria across the board but gains were not always seen from year to year.

The overall all average for capstone assignment (3.58 mean out of 5 on rubric) also surpassed the target criteria. The lowest area of achievement was Best Practices research (3.28) but the score did meet the criteria all three years of data collection.

Best Practices research improved in the most recent measurement period, but that will need to be monitored to determine whether the improvement persists.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- A major revision in program content was instituted in Spring 2015. An ongoing assessment of the impact of the curriculum change will determine the degree to which students are prepared for finance and operations courses. A revision of course content in some of the sustainability courses may be forthcoming, depending on the results. Course content will also be reviewed to determine appropriate measures for evaluating program learning outcomes with a more comprehensive approach. In particular, a focus on the application of organizational change methods has been implemented in the curriculum and will be measured.
- Lynn Grinnell / Jul 2016

Budget / Planning Implications:

None

-
- #2:** Evaluate business processes to ensure both legal compliance and appropriate implementation of sustainable practices.
-

I. Use of Past Results

The 2011-12 Assessment report results were reviewed and utilized for program improvement efforts, as described below.

Capstone Outcomes Data were gathered through an instrument designed to measure achievement in Innovation, Communication, Management & Leadership, Critical Thinking, Law & Ethics, and Business Program Concepts. Professors rated students on a 7-point scale. For this outcome, Critical Thinking data were examined. A score of 3 "Passing" was the target criterion. This target did not signify the same meaning as passing the class. This target was set by the faculty before rating the students, so the target could not be changed for this assessment. The mean scores were above the 3 level and were considered acceptable.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original six PLOs were revised and combined into three new PLOs. The new PLO 2 combined the skills previously included in the original PLO 4 (Critical Thinking Problem Solving) and PLO 5 (Law and Ethics).

II. Methodology

Means of Assessment: The results of the Capstone Outcomes Data assessment were utilized to assess Program Learning Outcome 2 in the Sustainability Management BAS program. The measures chosen to indicate competency in this area provide criterion-based data.

Date(s) of Administration: Spring semester for the years 2012-2013, 2013-2014, and 2014-2015

Method: SUS students completed the capstone course. The capstone outcomes data were gathered through a rubric used to evaluate Capstone projects. For this outcome, student scores on business processes for recommending sustainability solutions, measuring results, and analysis/evaluation of compliance were examined.

Assessment Instrument: Capstone Assessment Rubric

Rubric: 5-point scale, with 1=novice and 5=advanced.

Performance Measure	Novice (1)	Developing (2)	Competent (3)	Proficient (4)	Advanced (5)
Evaluate business processes to ensure both legal compliance and appropriate implementation of sustainable practices.	Little or no proficiency demonstrated: Benchmark not met overall or on any components of assessment activity.	Proficiency demonstrated in some areas of the assessment activity but overall benchmark not met.	Proficiency demonstrated and benchmark met for assessment activity but not on a continuous basis.	Proficiency demonstrated and benchmark met for assessment activity for each data collection period, as well as overall, on a continuous basis.	Proficiency demonstrated and benchmark exceeded for assessment activity for each data collection period, as well as overall, on a continuous basis.

Population: Students in the SUS capstone course (MAN 4902) were assessed during spring semester for the year 2012-2013, 2013-2014, and 2014-2015.

III. Criteria for Success

Capstone Outcomes Data Criterion - Students will achieve a minimum score of 3 "Competent". These criteria were set by the faculty and should not be modified for past data collection cycles.

IV. Summary of Assessment Findings

PLO 2	# Students	Recommending Solutions	Measuring Results	Compliance	Average
2015-16 Academic Program Viability Report					

2012-2013	11	3.95	2.39	4.15	3.50
2013-2014	19	3.82	3.68	3.85	3.78
2014-2015	11	3.94	3.72	3.23	3.63
Overall	41	3.91	3.26	3.74	3.64

V. Discussion and Analysis of Assessment Findings

Findings: Proficiency demonstrated and benchmark met for each assessment activity (Recommending Solutions, Measuring Results, Compliance) for all three years of data collection. Scores remained above the target criteria across the board but gains were not always seen from year to year.

The overall all average for capstone assignment (3.64 mean out of 5 on rubric) also surpassed the target criteria. The lowest area of achievement was Measuring Results (3.28) but the score did meet the criteria all three years of data collection.

While Measuring Results was the lowest score overall, scores have been increasing over the three-year period. Compliance scores appear to be decreasing; however, some students neglected to address the compliance area on the assignment, so actual competence levels were uncertain. Discussion with students revealed a lack of confidence or understanding over what was sought in this area; hence, this is an area on which to focus.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Measuring Results: Real-world practice using measurement tools and software will be enhanced in one or more courses.](#)
- Lynn Grinnell / May 2015

Budget / Planning Implications:

None. Action has been completed.

- [A major revision in program content was instituted in Spring 2015. An ongoing assessment of the impact of the curriculum change will determine the degree to which students are prepared for finance and operations courses. A revision of course content in some of the sustainability courses may be forthcoming, depending on the results. Course content will also be reviewed to determine appropriate measures for evaluating program learning outcomes with a more comprehensive approach. In particular, a focus on the application of organizational change methods has been implemented in the curriculum and will be measured.](#)
- Lynn Grinnell / Jul 2016

Budget / Planning Implications:

None

- [Compliance: Research on regulatory and voluntary compliance requirements for specific sustainability management applications will be incorporated into one or more courses.](#)
- Lynn Grinnell / Jun 2016

Budget / Planning Implications:

None

#3: Develop organizational change methods that promote achievement of corporate social responsibility goals.

I. Use of Past Results

The 2011-12 Assessment report results were reviewed and utilized for program improvement efforts, as described below.

Capstone Outcomes Data were gathered through an instrument designed to measure achievement in Innovation, Communication, Management & Leadership, Critical Thinking, Law & Ethics, and Business Program Concepts. Professors rated students on a 7-point scale. For this outcome, Management & Leadership data were examined. A

score of 3 "Passing" was the target criterion. This target did not signify the same meaning as passing the class. This target was set by the faculty before rating the students, so the target could not be changed for this assessment. The mean scores were above the 3 level and were considered acceptable.

The PLOs were reviewed and revised in 2013 to align with industry standards. The original six PLOs were revised and combined into three new PLOs. The new PLO 3 combined the skills previously included in the original PLO 2 (Communication) and PLO 6 (Program Related/Sustainability).

II. Methodology

Means of Assessment: The results of the Capstone Outcomes Data assessment were utilized to assess Program Learning Outcome 3 in the Sustainability Management BAS program. The measures chosen to indicate competency in this area provide criterion-based data.

Date(s) of Administration: Spring semester for the years 2012-2013, 2013-2014, and 2014-2015

Method: Capstone Outcomes Data were gathered through an instrument designed to measure achievement in Innovation, Communication, Management & Leadership, Critical Thinking, Law & Ethics, and Business Program Concepts.

Rubric: 5-point scale, with 1=novice and 5=advanced.

Performance Measure	Novice (1)	Developing (2)	Competent (3)	Proficient (4)	Advanced (5)
Develop organizational change methods that promote achievement of corporate social responsibility goals.	Little or no proficiency demonstrated: Benchmark not met overall or on any components of assessment activity.	Proficiency demonstrated in some areas of the assessment activity but overall benchmark not met.	Proficiency demonstrated and benchmark met for assessment activity but not on a continuous basis.	Proficiency demonstrated and benchmark met for assessment activity for each data collection period, as well as overall, on a continuous basis.	Proficiency demonstrated and benchmark exceeded for assessment activity for each data collection period, as well as overall, on a continuous basis.

Population: Students in the SUS capstone course (MAN 4902) were assessed during spring semester for the year 2012-2013, 2013-2014, and 2014-2015.

III. Criteria for Success

Students will achieve a minimum score of 3 "Competent". These criteria were set by the faculty and should not be modified for past data collection cycles.

IV. Summary of Assessment Findings

PLO 3	# Students	Stakeholder Analysis	Implementation Planning	Standardization	Communication	Average
2012-2013	11	3.52	3.63	3.00	4.48	3.65
2013-2014	19	3.06	3.93	3.75	4.40	3.78
2014-2015	11	2.69	3.28	3.84	4.59	3.60
Overall	41	3.09	3.61	3.53	4.49	3.68

V. Discussion and Analysis of Assessment Findings

Findings: Proficiency demonstrated and overall benchmark met for each assessment activity (Stakeholder Analysis, Implementation Planning, Standardization, & Communication) for all three years of data collection. Scores remained above the target criteria across the board but gains were not always seen from year to year.

While overall scores on Stakeholder Analysis met standards, scores have been going down over the three-year period and did not meet standards in the most recent year (2014-15). Students were required to revise their analyses after feedback and demonstrated significant improvement prior to completing their capstone project. Since this was the first chapter written in the project, which is typically 50-100 pages, students were not providing the breadth and depth of knowledge and analysis required for this type of project. However, after feedback was given on two-three chapters, scores increased significantly. Given the improvement over the project overall, no action is required at this time.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- A major revision in program content was instituted in Spring 2015. An ongoing assessment of the impact of the curriculum change will determine the degree to which students are prepared for finance and operations courses. A revision of course content in some of the sustainability courses may be forthcoming, depending on the results. Course content will also be reviewed to determine appropriate measures for evaluating program learning outcomes with a more comprehensive approach. In particular, a focus on the application of organizational change methods has been implemented in the curriculum and will be measured.
- Lynn Grinnell / Jul 2016

Budget / Planning Implications:

None

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B4. Revise course content			
	Measuring Results: Real-world practice using measurement tools and software will be enhanced in one or more courses. Budget / Planning Implications: None. Action has been completed.	#2	Lynn Grinnell May 2015
	A major revision in program content was instituted in Spring 2015. An ongoing assessment of the impact of the curriculum change will determine the degree to which students are prepared for finance and operations courses. A revision of course content in some of the sustainability courses may be forthcoming, depending on the results. Course content will also be reviewed to determine appropriate measures for evaluating program learning outcomes with a more comprehensive approach. In particular, a focus on the application of organizational change methods has been implemented in the curriculum and will be measured. Budget / Planning Implications: None	#1, #2, #3	Lynn Grinnell Jul 2016
	Compliance: Research on regulatory and voluntary compliance requirements for specific sustainability management applications will be incorporated into one or more courses. Budget / Planning Implications: None	#2	Lynn Grinnell Jun 2016

Evaluation of the Impact of Action Plan Items on Program Quality

Educational outcomes measures for the effectiveness of the BAS, Sustainability Management (SUS MGMT) program include comparative data that are analyzed over time. The capstone assessment tool measures instructors' perceptions of student achievement of the program goals in Innovation, Communication, Management & Leadership, Critical Thinking, Law & Ethics, and Core Sustainability Management Concepts. These methods are in need of revision to ensure that measures are reliable and valid.

Approvals

Program Administrators:

Lynn Grinnell - Professor
Patricia Hanrahan - Director of Curriculum & Program Management

Approved by Lynn Grinnell - Professor on Jan 10, 2016

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Jan 11, 2016

Dean:

Greg Nenstiel - Dean

Approved by Greg Nenstiel - Dean on Jan 12, 2016

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jan 12, 2016



Appendix C: 2015 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for May 2015 and September 2015 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link:

http://www.spcollege.edu/epicenter/advisory/advisory_committees.htm



College of Business - BS/BAS
2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Advisory Board Meeting

5/6/2015

Attendees: Gary Preston, John McKnight, Scott Talcott, Melissa Leiner, Matt Elsey, Ken Gordon, Chuck Warrington

SPC: Claudine Cooper, April Bailey, Patricia Hanrahan, Greg Nenstiel, Steve Ford, Mark Quinzi, Tikiia Hannah

State of the Business:

- College of Business (COB) enrollment is up over 5% for the summer, 2015 semester. We anticipate that it will be near 10% by the time classes' start on May 18. During the last academic year, we averaged over 10% increase in revenue (SSH) each semester. MAY 18 UPDATE: The SSH enrollment for Summer, 2015 is up 21% over Summer, 2014.
- We had another successful Business Plan competition last month. Each campus had a participant in the competition. *4 The Girls* won the first place in the B.P. competition and *Elite Interviews* won first place in the Elevator Pitch competition.
- Legislative update. There was concern among the Florida State Colleges that an appropriations bill sponsored by Senator Negron limiting the BAS/BS degrees that the State Colleges could grant would pass and severely limit the future ability of the FSCs to grant these degrees. A compromised was reached on the bill. The impact on SPC is that we can now propose new degrees that help the workforce in Florida -- and we can expand our bachelor's degrees that are contributing to workforce Florida by 5%.
- Supply Chain Grant. We have completed the development of four certifications for the grant: 1) Fundamentals of Supply Chain, 2) Customer Service, 3) Warehousing, and 4) Transportation. It takes 6 weeks to get a certificate. Targets for the grant are veterans and chronically unemployed people. Our first class of 19 finished in early May. Student tuition is being funded by third party grants.

Business Analysis AS proposal

- Feedback from our business partners in the bay area seems to indicate that there is a need for competencies in business analysis. The State of Florida released the standards for an AS degree in data analysis recently.
- The COB Advisory Board commenced a lengthy discussion of the need for this degree.
- The consensus was that there was a need and that we should proceed with the due diligence required to add it to the COB program. It could be tied to accounting, health care management, sports management, transportation management, and insurance careers.
- Some other thoughts were: 1) An Internship, should be an option, 2) Technical Writing might be a good course to include, 3) a Certificate (six courses) option might be a good idea, and 4) we could align it with emerging technologies, e.g., I-phone, iPad, Cloud computing, online collaboration on data findings and reporting etc. 5) Presentation skills course would help.
- We will work on it during the summer and bring something back to the Advisory Board at the September meeting.

- Our September meeting will be held at the SPC Seminole campus on September 24th. We will send everyone a 'save the date.'

- Attending: Lindsey Shank, Jenice Armstead, John McKnight, Patricia Hanrahan, Melissa Leiner, Nicolle Panuthos, Mark Quinzi, Scott Talcott, Steve Ford, Cecelia O'Dowd, Mike Ewell, Marta Przyborowski
- Greg Nenstiel opened the meeting by sharing information about fall enrollment. College of Business (COB) Bachelor's enrollment was up about 8% in the fall, 2015. Associate's program enrollment was up less than 1%. Overall, SPC enrollment was down almost 2%. The college is working on a number of initiatives to increase enrollment. Our supply chain and entrepreneurship programs are doing very well.
- Nicolle Panuthos shared information about the entrepreneurship program. The annual Business Plan competition will be held on April 21, 2016 at the Seminole campus. We are sending the flyer and link to the advisory board. All advisory board members are invited. Also, we are looking for mentors and judges to help us with the competition.
- Marta Przyborowski shared information about the supply chain grant. All eight certificates have been completed. The certificates are endorsed by the CSCMP supply chain professional organization. 118 people have already completed the certificates. The grant has been extended 6 months until spring, 2017. We are getting a high demand from companies for the customer service certificate. All classes are offered online, classroom or blended using a WebEx format. The program includes meetings with a career readiness specialist to help students with careers in supply chain.
- Mike Ewell shared information about our enrollment numbers and completion numbers. The COB has a concern regarding the completion numbers for the BUS – AS degree. We discussed with the board some solutions to help us increase completion of the degree. At present, the COB has put together a course sequencing to help students understand exactly what course they need to take in order to complete the degree in the shortest amount of time. Some suggestions from the board include:
 - Follow up with students that leave the program with a personal interviews
 - Do exit interviews with students to determine why they withdrew
 - Look at our student engagement data to determine if we can get students more engaged in the COB experience
 - Survey present students to determine how they feel about the program
 - Focus more recruiting on veterans
 - Benchmark other institutions for 'best practices' in retention
 - Educate our campus advisors about the program
 - Do more marketing of programs in high schools
 - Align the program to jobs - - since most business students want to be managers, use that as a marketing strategy
 - Potentially reduce some of the choices to a few relevant programs that students want
 - Identify a focal point(s) in the COB for career advising



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